



## ***Supplemental Tables and Figures for the Report:***

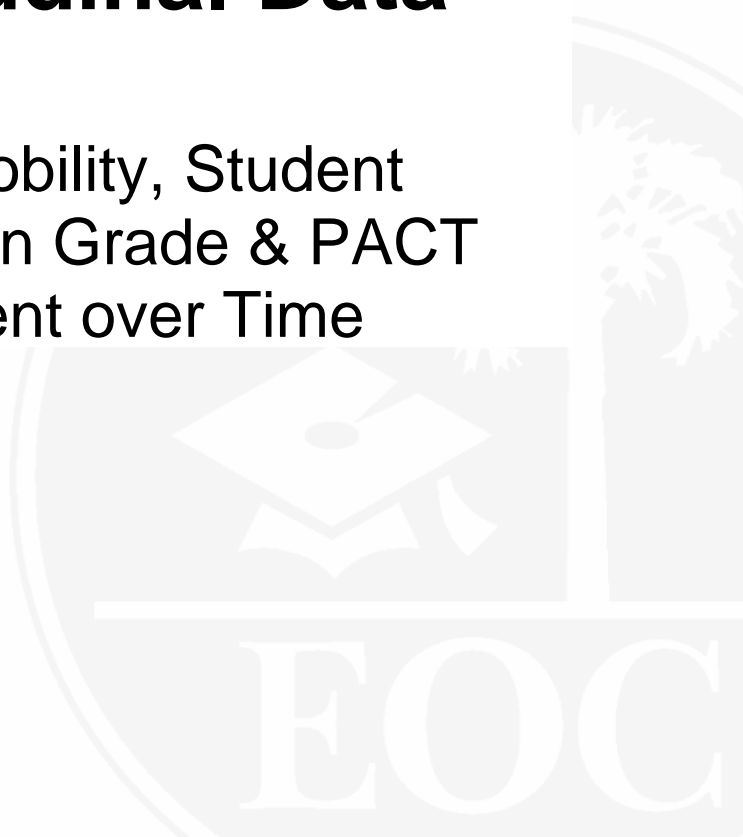
# **Analysis of the Five-Year PACT Longitudinal Data**

Student Mobility, Student  
Retention in Grade & PACT  
Achievement over Time

PO Box 11867  
Blatt Building, Rm 227  
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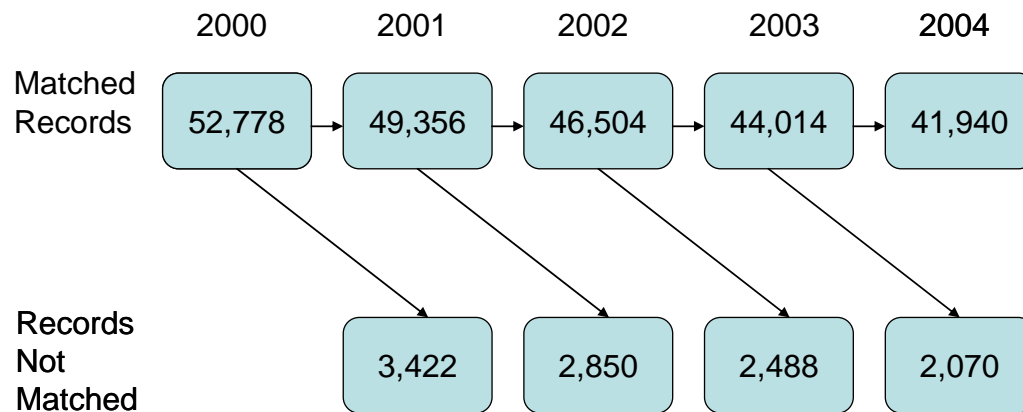
[www.sceoc.org](http://www.sceoc.org)

October, 2005



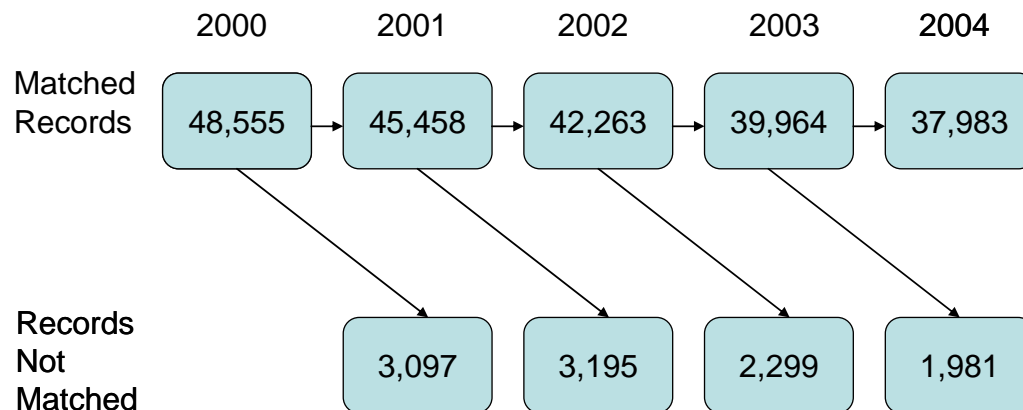
## Loss of Student Data in Longitudinal Matching Process (Pages 1 and 2)

### Numbers of Student Records Matched and Not Matched Each Year Grade 3 1999-2000 Cohort 2000-2004 Longitudinal Data



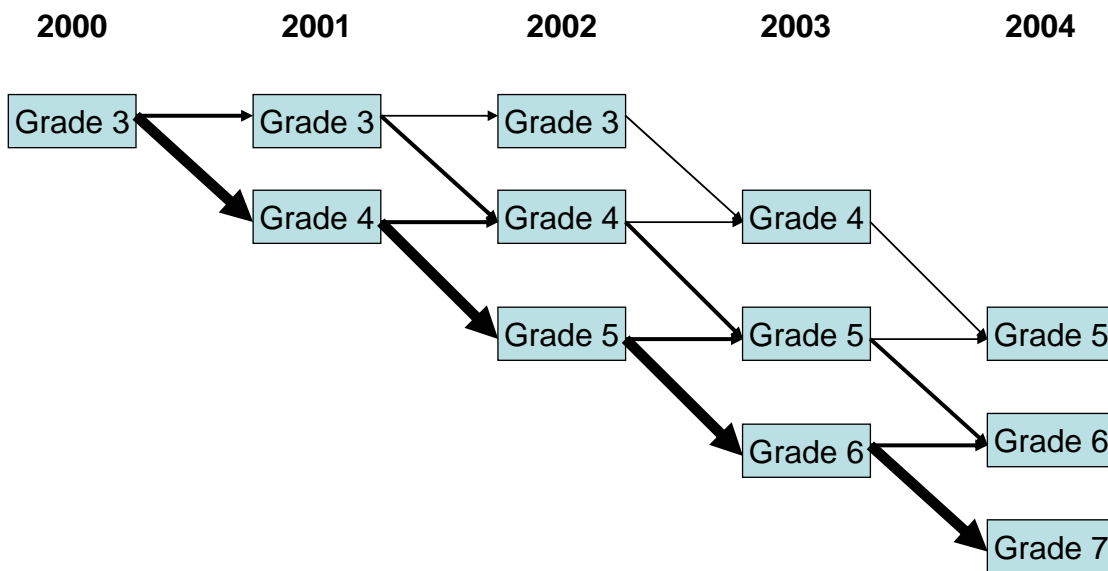
Loss of Student Data in Longitudinal Matching Process (Pages 1 and 2) (*Continued*)

Numbers of Student Records  
Matched and Not Matched Each Year  
Grade 4 1999-2000 Cohort  
2000-2004 Longitudinal Data



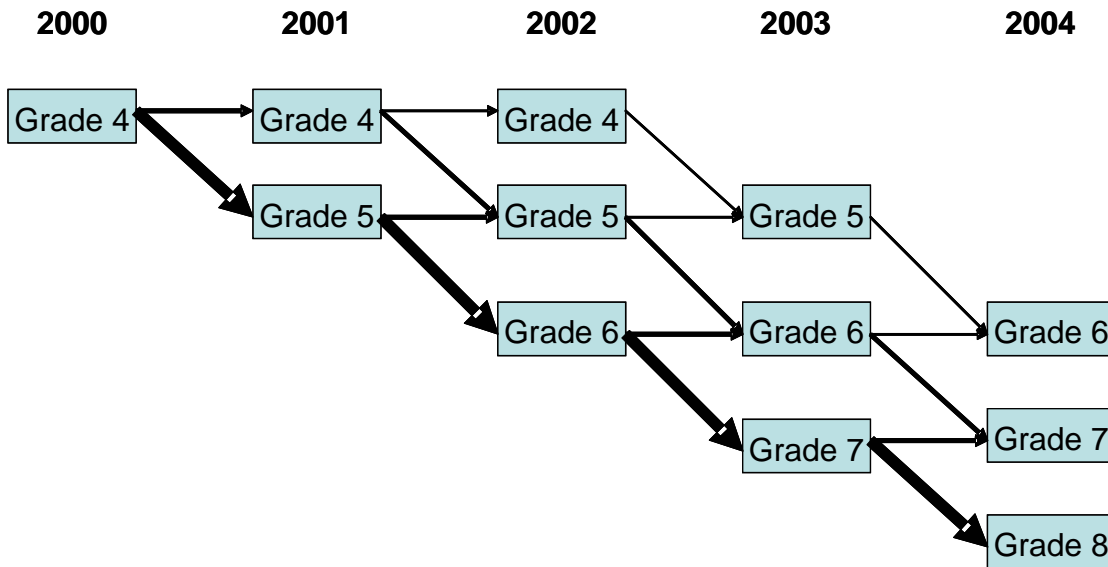
How many students repeated one or more grade levels during the five years studied?  
(Pages 5 and 6)

Grade Level Promotion/Retention Patterns  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 1999-2000



How many students repeated one or more grade levels during the five years studied?  
(Pages 5 and 6) (*Continued*)

Grade Level Promotion/Repetition Patterns  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 1999-2000



How many students repeated one or more grade levels during the five years studied? (Pages 5 and 6) *(Continued)*

**Grade Level Patterns  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 1999-2000**

<b>Grade Pattern</b>	<b>Number of Students</b>	<b>Percent of Students</b>
33345	<10	0.0
33445	15	0.0
33455	27	0.1
34445	<10	0.0
34455	28	0.1
34555	<10	0.0
33456	1,218	2.9
34456	830	2.0
34556	528	1.3
34566	1,084	2.6
34567	38,198	91.1
	41,940	100

**Grade Level Patterns  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 1999-2000**

<b>Grade Pattern</b>	<b>Number of Students</b>	<b>Percent of Students</b>
44456	<10	0.0
44556	15	0.0
44566	57	0.2
45556	<10	0.0
45566	38	0.1
45666	17	0.0
44567	962	2.5
45567	570	1.5
45667	1,010	2.6
45677	1,003	2.6
45678	34,304	90.3
	37,983	100

**What was the achievement after five years of students who scored Below Basic in 2000? What was the achievement after five years of students who scored Proficient or Advanced in 2000? (Pages 8 – 10)**

**PACT ELA Performance Comparisons  
2000-2004 Longitudinal Data  
Students Attending Grade 3 or 4 in 1999-2000**

<b>Cohort</b>		<b>Grade 3 Cohort</b>		<b>Grade 4 Cohort</b>		<b>Both Grade 3 &amp; 4 Cohorts</b>	
<b>Student Group</b>		<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Scored Below Basic in 2000	Scored Below Basic in 2000 and in 2004	7,067	71.0	6,616	68.1	13,683	69.6
	Scored Basic or above in 2004	2,888	29.0	3,101	31.9	5,989	30.4
	SubTotal	9,955	100	9,717	100	19,672	100
Scored Basic in 2000	Scored Proficient or Advanced in 2004	1,222	8.5	1,337	10.0	2,559	9.3
	Scored Basic in 2000 and in 2004	8,807	61.4	8,695	65.4	17,502	63.3
	Scored Below Basic in 2004	4,319	30.1	3,273	24.6	7,592	27.5
	SubTotal	14,348	100	13,305	100	27,653	100
Scored Proficient or Advanced in 2000	Scored Proficient or Advanced in 2000 and in 2004	8,874	51.6	8,258	56.6	17,132	53.9
	Scored lower than Proficient in 2004	8,323	48.4	6,337	43.4	14,660	46.1
	SubTotal	17,197	100	14,595	100	31,792	100

**What was the achievement after five years of students who scored Below Basic in 2000? What was the achievement after five years of students who scored Proficient or Advanced in 2000? (Pages 8 – 10) (Continued)**

**PACT Math Performance Comparisons  
2000-2004 Longitudinal Data  
Students Attending Grade 3 or 4 in 1999-2000**

<b>Cohort</b>		<b>Grade 3 Cohort</b>		<b>Grade 4 Cohort</b>		<b>Both Grade 3 &amp; 4 Cohorts</b>	
<b>Student Group</b>		<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Scored Below Basic in 2000	Scored Below Basic in 2000 and in 2004	7,290	59.6	8,724	64.2	16,014	62.0
	Scored Basic or above in 2004	4,932	40.4	4,871	35.8	9,803	38.0
	SubTotal	12,222	100	13,595	100	25,817	100
Scored Basic in 2000	Scored Proficient or Advanced in 2004	4,530	24.6	2,110	14.3	6,640	20.1
	Scored Basic in 2000 and in 2004	9,917	53.9	9,468	64.4	19,385	58.6
	Scored Below Basic in 2004	3,937	21.4	3,132	21.3	7,069	21.4
	SubTotal	18,384	100	14,710	100	33,094	100
Scored Proficient or Advanced in 2000	Scored Proficient or Advanced in 2000 and in 2004	8,293	74.8	6,190	65.7	14,483	70.6
	Scored lower than Proficient in 2004	2,792	25.2	3,233	34.3	6,025	29.4
	SubTotal	11,085	100	9,423	100	20,508	100



**ELA Performance Trends, Grade 3 2000 and Grade 4 2000 Cohorts, All Students  
(Figures 1 and 2, Pages 12 and 13)**

**ELA PACT Performance Over Five Years  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
All Students  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Grade 3 2000 Cohort					Grade 4 2000 Cohort			
	Year	Number Students	Mean	Standard Deviation	Median	Number Students	Mean	Standard Deviation	Median
Below Basic 1	2000	6107	1.0	0.0	1	5967	1.0	0.0	1
	2001	6043	1.9	0.929	2	5901	1.8	0.867	1
	2002	6062	1.9	0.901	2	5927	1.7	0.878	1
	2003	6045	1.6	0.850	1	5893	1.6	0.866	1
	2004	6073	1.7	0.884	1	5926	1.7	0.883	1
Below Basic 2	2000	3901	2.0	0.0	2	3799	2.0	0.0	2
	2001	3885	2.4	0.851	3	3786	2.3	0.810	2
	2002	3894	2.3	0.837	2	3793	2.2	0.888	2
	2003	3891	1.9	0.898	2	3767	2.0	0.902	2
	2004	3882	2.0	0.919	2	3791	2.1	0.877	2
Basic	2000	14379	3.0	0.0	3	13330	3.0	0.0	3
	2001	14326	3.0	0.694	3	13281	2.9	0.664	3
	2002	14358	2.8	0.692	3	13315	2.9	0.809	3
	2003	14335	2.5	0.922	3	13281	2.7	0.830	3
	2004	14348	2.6	0.862	3	13305	2.8	0.775	3
Proficient	2000	15496	4.0	0.0	4	13031	4.0	0.0	4
	2001	15476	3.7	0.543	4	13010	3.6	0.588	4
	2002	15484	3.5	0.604	3	13020	3.8	0.711	4
	2003	15458	3.5	0.815	4	12986	3.5	0.675	3
	2004	15482	3.5	0.725	3	13017	3.5	0.692	4
Advanced	2000	1716	5.0	0.0	5	1578	5.0	0.0	5
	2001	1715	4.2	0.468	4	1577	4.2	0.493	4
	2002	1716	4.0	0.524	4	1578	4.6	0.547	5
	2003	1716	4.3	0.665	4	1575	4.1	0.560	4
	2004	1715	4.2	0.629	4	1578	4.3	0.614	4

**Math Performance Trends, Grade 3 2000 and Grade 4 2000 Cohorts, All Students  
(Figures 3 and 4, Pages 14 and 15)**

**Math PACT Performance Over Five Years  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
All Students  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Grade 3 2000 Cohort					Grade 4 2000 Cohort			
	Year	Number Students	Mean	Standard Deviation	Median	Number Students	Mean	Standard Deviation	Median
Below Basic 1	2000	7086	1.0	0.0	1	5853	1.0	0.0	1
	2001	7061	1.8	0.835	2	5819	1.5	0.738	1
	2002	7064	1.8	0.872	2	5828	1.7	0.843	1
	2003	7049	2.0	0.893	2	5828	1.8	0.850	2
	2004	7057	2.0	0.867	2	5822	1.7	0.839	1
Below Basic 2	2000	5178	2.0	0.0	2	7796	2.0	0.0	2
	2001	5162	2.3	0.828	2	7777	2.1	0.857	2
	2002	5174	2.3	0.896	2	7784	2.3	0.850	3
	2003	5173	2.4	0.891	3	7778	2.3	0.861	2
	2004	5165	2.4	0.871	3	7773	2.2	0.875	2
Basic	2000	18416	3.0	0.0	3	14727	3.0	0.0	3
	2001	18398	2.9	0.816	3	14700	2.9	0.845	3
	2002	18400	3.0	0.860	3	14717	3.1	0.789	3
	2003	18400	3.2	0.918	3	14711	3.1	0.862	3
	2004	18384	3.0	0.912	3	14710	2.9	0.796	3
Proficient	2000	6974	4.0	0.0	4	6205	4.0	0.0	4
	2001	6967	3.7	0.833	4	6196	3.9	0.795	4
	2002	6971	3.8	0.837	4	6202	4.0	0.762	4
	2003	6970	4.1	0.820	4	6202	4.0	0.823	4
	2004	6965	3.9	0.899	4	6199	3.7	0.812	4
Advanced	2000	4124	5.0	0.0	5	3226	5.0	0.0	5
	2001	4122	4.4	0.751	5	3224	4.6	0.603	5
	2002	4123	4.5	0.716	5	3226	4.6	0.585	5
	2003	4122	4.6	0.613	5	3225	4.7	0.599	5
	2004	4120	4.5	0.715	5	3224	4.4	0.730	5

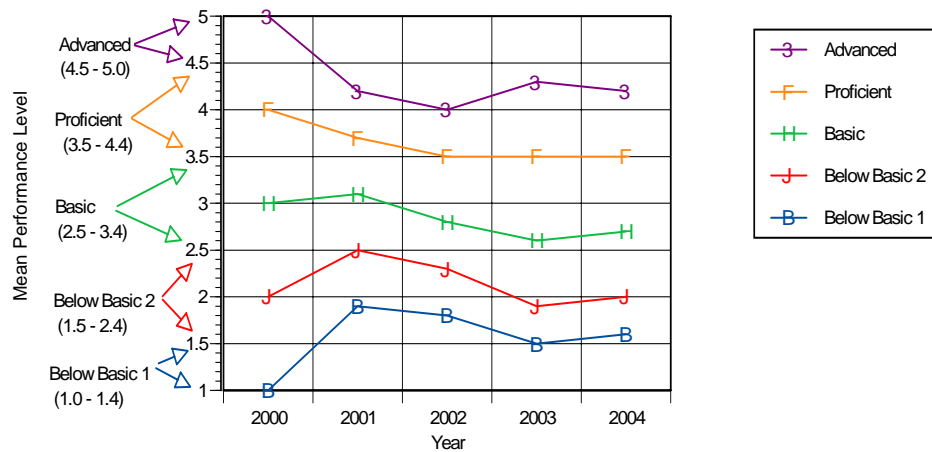
**ELA Performance Trends, Grade 3 2000 and Grade 4 2000 Cohorts, Students On Grade Level Only (Students Repeating a Grade Level and Students Tested Off Grade Level Not Included) (Not Included in Original Report)**

**ELA PACT Performance Over Five Years  
Students Tested On Grade Level Only (No Repeaters)  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	2882	1.0	0.0	2897	1.0	0.0
	2001	2882	1.9	0.871	2897	1.7	0.787
	2002	2879	1.8	0.811	2897	1.6	0.815
	2003	2874	1.5	0.745	2892	1.6	0.815
	2004	2880	1.6	0.814	2894	1.7	0.839
Below Basic 2	2000	2835	2.0	0.0	2834	2.0	0.0
	2001	2835	2.5	0.810	2834	2.3	0.779
	2002	2834	2.3	0.821	2834	2.2	0.879
	2003	2832	1.9	0.888	2829	2.1	0.893
	2004	2831	2.0	0.914	2832	2.2	0.854
Basic	2000	12953	3.0	0.0	11896	3.0	0.0
	2001	12953	3.1	0.662	11896	2.9	0.636
	2002	12941	2.8	0.672	11896	2.9	0.775
	2003	12940	2.6	0.912	11880	2.7	0.796
	2004	12948	2.7	0.844	11889	2.8	0.746
Proficient	2000	15205	4.0	0.0	12679	4.0	0.0
	2001	15205	3.7	0.533	12679	3.6	0.576
	2002	15201	3.5	0.600	12678	3.8	0.694
	2003	15193	3.5	0.801	12670	3.5	0.654
	2004	15202	3.5	0.717	12676	3.6	0.672
Advanced	2000	1712	5.0	0.0	1576	5.0	0.0
	2001	1712	4.2	0.469	1576	4.2	0.493
	2002	1712	4.0	0.523	1576	4.6	0.547
	2003	1712	4.3	0.660	1574	4.1	0.560
	2004	1711	4.2	0.629	1576	4.3	0.614

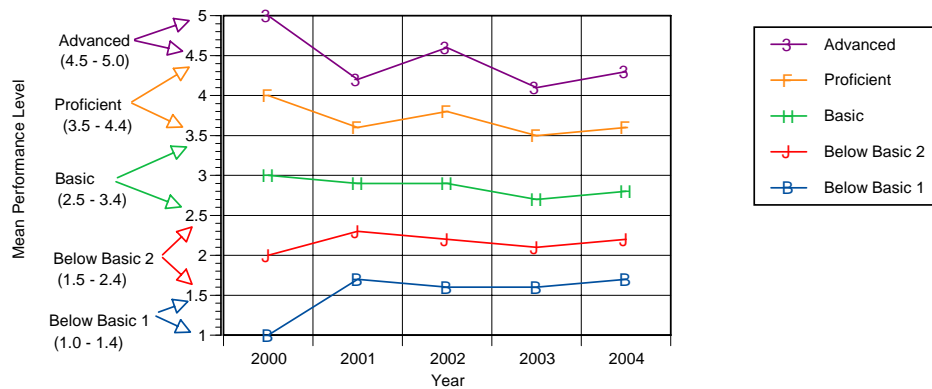
**ELA Performance Trends, Grade 3 2000 Cohort, Students On Grade Level Only  
(Students Repeating a Grade Level and Students Tested Off Grade Level Not  
Included) (Not Included in Original Report) (Continued)**

**Mean PACT ELA Performance Over 5 Years  
By Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000 On Grade Only**



**ELA Performance Trends, Grade 4 2000 Cohort, Students On Grade Level Only  
(Students Repeating a Grade Level and Students Tested Off Grade Level Not  
Included) (Not Included in Original Report) (Continued)**

**Mean PACT ELA Performance Over 5 Years  
By Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000 On Grade Only**



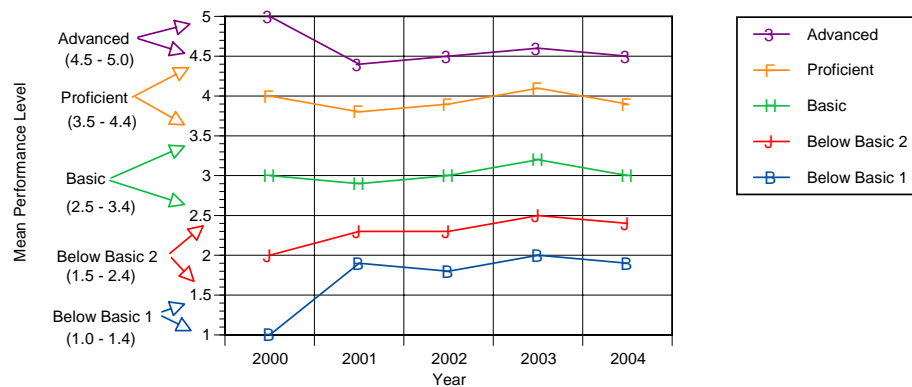
**Math Performance Trends, Grade 3 2000 and Grade 4 2000 Cohorts, Students On Grade Level Only (Students Repeating a Grade Level and Students Tested Off Grade Level Not Included) (Not Included in Original Report)**

**Math PACT Performance Over Five Years  
Students Tested On Grade Level Only (No Repeaters)  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	3980	1.0	0.0	3016	1.0	0.0
	2001	3980	1.9	0.800	3016	1.5	0.714
	2002	3980	1.8	0.848	3016	1.8	0.836
	2003	3980	2.0	0.901	3016	1.8	0.818
	2004	3980	1.9	0.861	3016	1.7	0.819
Below Basic 2	2000	4008	2.0	0.0	6153	2.0	0.0
	2001	4008	2.3	0.805	6153	2.1	0.846
	2002	4008	2.3	0.872	6153	2.4	0.825
	2003	4008	2.5	0.890	6153	2.3	0.841
	2004	4008	2.4	0.854	6153	2.2	0.865
Basic	2000	17115	3.0	0.0	13760	3.0	0.0
	2001	17115	2.9	0.796	13760	3.0	0.830
	2002	17115	3.0	0.842	13760	3.1	0.773
	2003	17115	3.2	0.899	13760	3.1	0.851
	2004	17115	3.0	0.906	13760	2.9	0.789
Proficient	2000	6872	4.0	0.0	6107	4.0	0.0
	2001	6872	3.8	0.821	6107	3.9	0.788
	2002	6872	3.9	0.830	6107	4.0	0.754
	2003	6872	4.1	0.805	6107	4.0	0.814
	2004	6872	3.9	0.895	6107	3.7	0.804
Advanced	2000	4097	5.0	0.0	3213	5.0	0.0
	2001	4097	4.4	0.748	3213	4.6	0.601
	2002	4097	4.5	0.715	3213	4.6	0.581
	2003	4097	4.6	0.609	3213	4.7	0.594
	2004	4097	4.5	0.711	3213	4.4	0.727

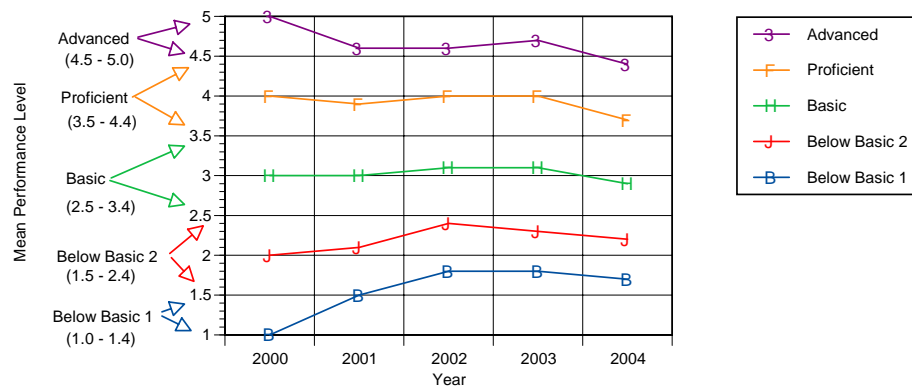
**Math Performance Trends, Grade 3 2000 Cohort, Students On Grade Level Only  
(Students Repeating a Grade Level and Students Tested Off Grade Level Not  
Included) (Not Included in Original Report) (Continued)**

**Mean PACT Math Performance Over 5 Years  
By Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000 On Grade Only**



**Math Performance Trends, Grade 4 2000 Cohort, Students On Grade Level Only  
(Students Repeating a Grade Level and Students Tested Off Grade Level Not  
Included) (Not Included in Original Report) (Continued)**

**Mean PACT Math Performance Over 5 Years  
By Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000 On Grade Only**





# **ELA Performance Trends By Ethnic Group (Page 16)**

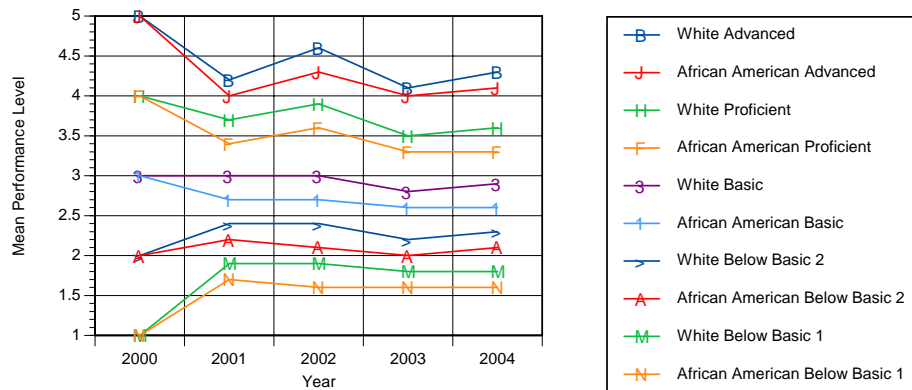
## **ELA PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Ethnic Group 2000 – 2004 Longitudinal Data**

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	African American	2000	4171	1.0	0.0	3999	1.0	0.0
		2001	4128	1.9	0.919	3955	1.7	0.841
		2002	4140	1.8	0.879	3969	1.6	0.843
		2003	4127	1.6	0.821	3944	1.6	0.831
		2004	4146	1.6	0.856	3968	1.6	0.857
	White	2000	1803	1.0	0.0	1854	1.0	0.0
		2001	1784	2.0	0.949	1835	1.9	0.896
		2002	1791	2.1	0.935	1844	1.9	0.924
		2003	1787	1.8	0.900	1836	1.8	0.915
		2004	1794	1.8	0.935	1844	1.8	0.917
	Other	2000	133	1.0	0.0	113	1.0	0.0
		2001	131	1.8	0.937	110	1.9	0.939
		2002	131	1.9	0.869	113	1.7	0.913
		2003	131	1.7	0.882	112	1.9	0.995
		2004	133	1.7	0.885	113	1.9	0.943
Below Basic 2	African American	2000	2549	2.0	0.0	2352	2.0	0.0
		2001	2539	2.4	0.856	2344	2.2	0.814
		2002	2543	2.2	0.838	2347	2.1	0.889
		2003	2543	1.8	0.880	2332	2.0	0.891
		2004	2538	1.9	0.898	2348	2.1	0.873
	White	2000	1284	2.0	0.0	1380	2.0	0.0
		2001	1278	2.5	0.834	1375	2.4	0.773
		2002	1283	2.4	0.816	1379	2.4	0.860
		2003	1280	2.1	0.912	1369	2.2	0.910
		2004	1276	2.1	0.939	1376	2.3	0.872
	Other	2000	67	2.0	0.0	67	2.0	0.0
		2001	67	2.6	0.716	67	2.4	0.741
		2002	67	2.4	0.800	67	2.5	0.841
		2003	67	2.1	0.908	66	2.1	0.892
		2004	67	2.3	0.863	67	2.3	0.844
Basic	African American	2000	7032	3.0	0.0	6134	3.0	0.0
		2001	7001	2.9	0.704	6108	2.7	0.681
		2002	7022	2.7	0.712	6123	2.7	0.799
		2003	7017	2.4	0.916	6119	2.6	0.835
		2004	7016	2.5	0.877	6120	2.6	0.783
	White	2000	7039	3.0	0.0	6919	3.0	0.0
		2001	7017	3.1	0.668	6896	3.0	0.631
		2002	7028	2.9	0.650	6915	3.0	0.800
		2003	7010	2.6	0.913	6885	2.8	0.812
		2004	7025	2.7	0.828	6908	2.9	0.755

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Basic	Others	2000	305	3.0	0.0	274	3.0	0.0
		2001	305	3.2	0.682	274	3.0	0.587
		2002	305	2.8	0.727	274	3.0	0.802
		2003	305	2.8	0.874	274	2.9	0.762
		2004	304	2.9	0.824	274	3.0	0.640
Proficient	African American	2000	4160	4.0	0.0	3221	4.0	0.0
		2001	4153	3.5	0.570	3212	3.4	0.601
		2002	4157	3.3	0.588	3216	3.6	0.719
		2003	4152	3.3	0.833	3203	3.3	0.684
		2004	4155	3.2	0.722	3214	3.3	0.689
	White	2000	11001	4.0	0.0	9510	4.0	0.0
		2001	10988	3.8	0.519	9498	3.7	0.565
		2002	10992	3.5	0.591	9504	3.9	0.691
		2003	10972	3.6	0.795	9484	3.5	0.657
		2004	10992	3.5	0.710	9503	3.6	0.677
	Other	2000	335	4.0	0.0	300	4.0	0.0
		2001	335	3.8	0.486	300	3.6	0.605
		2002	335	3.6	0.630	300	3.9	0.723
		2003	334	3.7	0.735	299	3.5	0.701
		2004	335	3.6	0.657	300	3.6	0.737
Advanced	African American	2000	171	5.0	0.0	173	5.0	0.0
		2001	171	4.1	0.500	173	4.0	0.450
		2002	171	3.7	0.577	173	4.3	0.591
		2003	171	4.1	0.712	172	4.0	0.582
		2004	171	3.9	0.613	173	4.1	0.619
	White	2000	1509	5.0	0.0	1374	5.0	0.0
		2001	1508	4.2	0.463	1373	4.2	0.492
		2002	1509	4.0	0.511	1374	4.6	0.536
		2003	1509	4.3	0.655	1372	4.1	0.553
		2004	1508	4.2	0.624	1374	4.3	0.608
	Other	2000	36	5.0	0.0	31	5.0	0.0
		2001	36	4.1	0.424	31	4.4	0.486
		2002	36	4.0	0.445	31	4.7	0.461
		2003	36	4.3	0.668	31	4.4	0.608
		2004	36	4.2	0.560	31	4.6	0.558

ELA Performance Trends By Ethnic Group – Grade 4 2000 Cohort (Page 16)

**Mean PACT ELA Performance Over 5 Years  
By Ethnic Group & Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



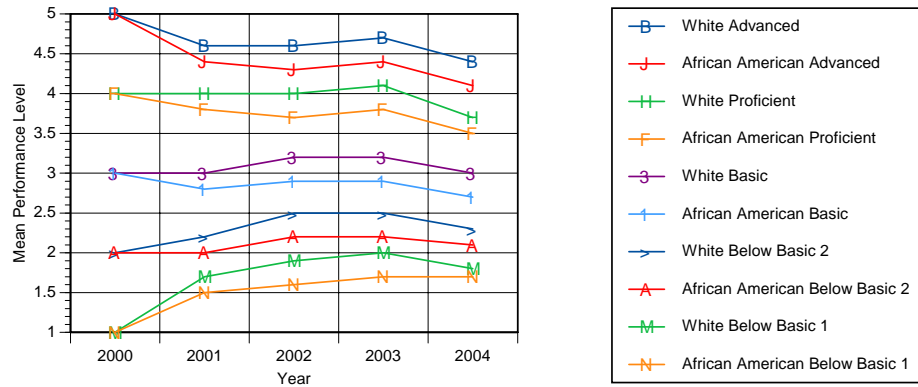
## Math Performance Trends By Ethnic Group (Page 17)

### Math PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Ethnic Group 2000 – 2004 Longitudinal Data

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	African American	2000	4977	1.0	0.0	4093	1.0	0.0
		2001	4958	1.8	0.823	4070	1.5	0.697
		2002	4959	1.8	0.844	4070	1.6	0.804
		2003	4950	1.9	0.879	4075	1.7	0.817
		2004	4957	1.9	0.857	4069	1.7	0.817
	White	2000	1969	1.0	0.0	1662	1.0	0.0
		2001	1964	1.9	0.854	1653	1.7	0.806
		2002	1965	2.0	0.919	1660	1.9	0.888
		2003	1959	2.1	0.905	1655	2.0	0.898
		2004	1960	2.1	0.876	1655	1.8	0.870
	Other	2000	139	1.0	0.0	97	1.0	0.0
		2001	138	1.9	0.873	95	1.8	0.846
		2002	139	1.9	0.849	97	2.1	0.920
		2003	139	2.0	0.863	97	2.0	0.876
		2004	139	2.3	0.843	97	2.1	0.912
Below Basic 2	African American	2000	3232	2.0	0.0	4566	2.0	0.0
		2001	3227	2.2	0.836	4555	2.0	0.848
		2002	3230	2.2	0.892	4557	2.2	0.848
		2003	3229	2.3	0.892	4555	2.2	0.853
		2004	3222	2.3	0.860	4553	2.1	0.869
	White	2000	1847	2.0	0.0	3082	2.0	0.0
		2001	1836	2.3	0.808	3074	2.2	0.851
		2002	1845	2.4	0.886	3079	2.5	0.827
		2003	1845	2.6	0.860	3075	2.5	0.847
		2004	1844	2.5	0.871	3072	2.3	0.869
	Other	2000	98	2.0	0.0	146	2.0	0.0
		2001	98	2.3	0.780	146	2.2	0.813
		2002	98	2.3	0.834	146	2.5	0.724
		2003	98	2.6	0.893	146	2.5	0.772
		2004	98	2.6	0.873	146	2.4	0.804
Basic	African American	2000	7914	3.0	0.0	5717	3.0	0.0
		2001	7906	2.8	0.834	5705	2.8	0.835
		2002	7907	2.7	0.871	5711	2.9	0.784
		2003	7905	2.9	0.918	5709	2.9	0.853
		2004	7904	2.8	0.902	5706	2.7	0.788
	White	2000	10120	3.0	0.0	8706	3.0	0.0
		2001	10110	3.0	0.784	8692	3.0	0.840
		2002	10112	3.1	0.818	8702	3.2	0.765
		2003	10113	3.3	0.868	8699	3.2	0.844
		2004	10098	3.2	0.885	8700	3.0	0.787

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Basic	Other	2000	380	3.0	0.0	303	3.0	0.0
		2001	380	3.0	0.795	302	3.0	0.768
		2002	379	3.2	0.798	303	3.2	0.690
		2003	380	3.4	0.894	302	3.2	0.778
		2004	380	3.3	0.912	303	3.0	0.713
Proficient	African American	2000	1564	4.0	0.0	1239	4.0	0.0
		2001	1562	3.5	0.856	1236	3.8	0.811
		2002	1563	3.5	0.840	1237	3.7	0.759
		2003	1563	3.7	0.873	1239	3.8	0.835
		2004	1561	3.6	0.936	1237	3.5	0.798
	White	2000	5248	4.0	0.0	4816	4.0	0.0
		2001	5243	3.8	0.813	4811	4.0	0.784
		2002	5246	3.9	0.812	4815	4.0	0.752
		2003	5245	4.2	0.775	1813	4.1	0.810
		2004	5242	4.0	0.860	1812	3.7	0.805
	Other	2000	162	4.0	0.0	150	4.0	0.0
		2001	162	3.8	0.837	149	4.0	0.804
		2002	162	4.0	0.837	150	4.1	0.732
		2003	162	4.2	0.827	150	4.2	0.784
		2004	162	4.2	0.904	150	4.0	0.838
Advanced	African American	2000	477	5.0	0.0	336	5.0	0.0
		2001	476	4.1	0.831	336	4.4	0.722
		2002	477	4.1	0.795	336	4.3	0.687
		2003	475	4.3	0.794	336	4.4	0.771
		2004	477	4.2	0.841	336	4.1	0.814
	White	2000	3540	5.0	0.0	2794	5.0	0.0
		2001	3539	4.4	0.732	2792	4.6	0.585
		2002	3539	4.5	0.689	2794	4.6	0.565
		2003	3540	4.7	0.570	2793	4.7	0.573
		2004	3536	4.6	0.685	2792	4.4	0.714
	Other	2000	107	5.0	0.0	96	5.0	0.0
		2001	107	4.4	0.762	96	4.7	0.507
		2002	107	4.5	0.663	96	4.8	0.479
		2003	107	4.7	0.545	96	4.8	0.427
		2004	107	4.6	0.602	96	4.6	0.566

**Math Performance Trends By Ethnic Group – Grade 4 2000 Cohort (Page 17)**  
**Mean PACT Math Performance Over 5 Years**  
**By Ethnic Group & Initial Performance Level**  
**2000-2004 Longitudinal Data**  
**Students Attending Grade 4 in 2000**



# **ELA Performance Trends By Gender (Page 18)**

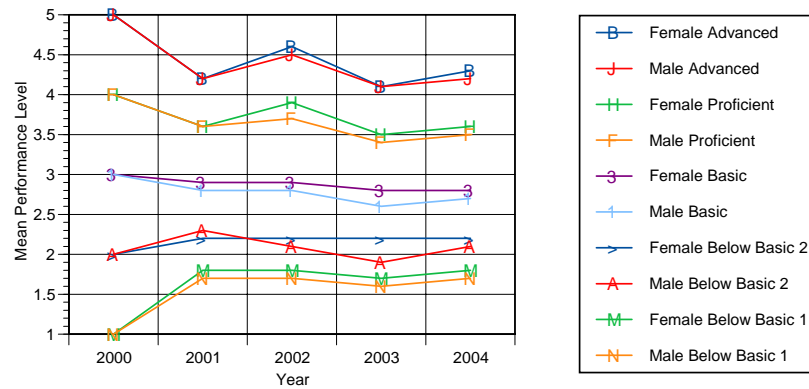
## **ELA PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Gender Group 2000 – 2004 Longitudinal Data**

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	Female	2000	2367	1.0	0.0	2362	1.0	0.0
		2001	2347	2.0	0.913	2338	1.8	0.869
		2002	2357	1.9	0.883	2352	1.8	0.891
		2003	2353	1.7	0.860	2333	1.7	0.890
		2004	2357	1.8	0.910	2357	1.8	0.890
	Male	2000	3739	1.0	0.0	3604	1.0	0.0
		2001	3695	1.9	0.938	3562	1.7	0.865
		2002	3704	1.9	0.912	3574	1.7	0.867
		2003	3691	1.6	0.840	3559	1.6	0.845
		2004	3715	1.6	0.863	3568	1.7	0.875
Below Basic 2	Female	2000	1822	2.0	0.0	1772	2.0	0.0
		2001	1818	2.5	0.840	1770	2.2	0.798
		2002	1822	2.3	0.823	1770	2.2	0.871
		2003	1821	2.0	0.902	1760	2.2	0.880
		2004	1816	2.1	0.913	1769	2.2	0.855
	Male	2000	2077	2.0	0.0	2027	2.0	0.0
		2001	2065	2.4	0.858	2016	2.3	0.820
		2002	2070	2.2	0.849	2023	2.1	0.899
		2003	2068	1.8	0.880	2007	1.9	0.0-3
		2004	2064	1.9	0.915	2022	2.1	0.889
Basic	Female	2000	7314	3.0	0.0	6665	3.0	0.0
		2001	7293	3.1	0.673	6646	2.9	0.640
		2002	7307	2.8	0.672	6659	2.9	0.760
		2003	7295	2.7	0.867	6645	2.8	0.751
		2004	7299	2.7	0.807	6655	2.8	0.718
	Male	2000	7063	3.0	0.0	6665	3.0	0.0
		2001	7031	3.0	0.711	6635	2.8	0.688
		2002	7049	2.7	0.708	6656	2.8	0.850
		2003	7038	2.4	0.954	6636	2.6	0.885
		2004	7047	2.5	0.898	6650	2.7	0.820
Proficient	Female	2000	8242	4.0	0.0	7191	4.0	0.0
		2001	8231	3.7	0.532	7176	3.6	0.585
		2002	8234	3.5	0.599	7188	3.9	0.694
		2003	8221	3.6	0.762	7161	3.5	0.630
		2004	8236	3.6	0.683	7186	3.6	0.672
	Male	2000	7253	4.0	0.0	5839	4.0	0.0
		2001	7244	3.7	0.554	5833	3.6	0.592
		2002	7249	3.4	0.606	5831	3.7	0.725
		2003	7236	3.4	0.853	5824	3.4	0.714
		2004	7245	3.3	0.754	5830	3.5	0.705

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Advanced	Female	2000	1073	5.0	0.0	1010	5.0	0.0
		2001	1072	4.2	0.475	1010	4.2	0.500
		2002	1073	4.1	0.518	1010	4.6	0.532
		2003	1073	4.4	0.623	1008	4.1	0.554
		2004	1072	4.2	0.592	1010	4.3	0.600
	Male	2000	643	5.0	0.0	568	5.0	0.0
		2001	643	4.2	0.455	567	4.2	0.481
		2002	643	3.9	0.525	568	4.5	0.562
		2003	643	4.1	0.708	567	4.1	0.566
		2004	643	4.0	0.662	568	4.2	0.633



**Mean PACT ELA Performance Over 5 Years  
By Gender & Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



## Math Performance Trends By Gender (Page 19)

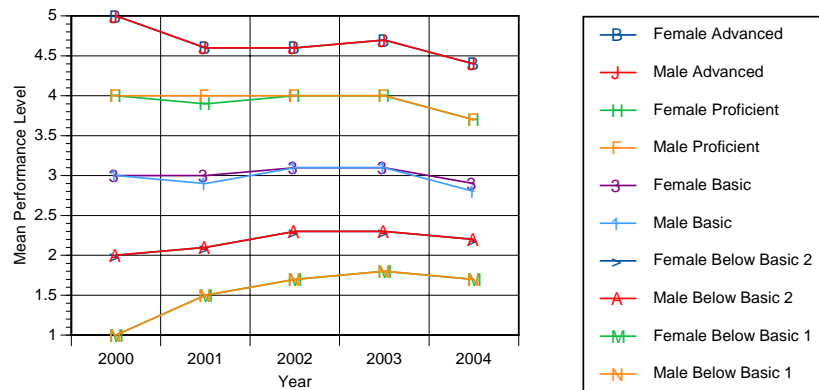
### Math PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Gender Group 2000 – 2004 Longitudinal Data

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	Female	2000	3355	1.0	0.0	2699	1.0	0.0
		2001	3346	1.8	0.818	2688	1.5	0.725
		2002	3351	1.8	0.856	2691	1.7	0.831
		2003	3345	2.0	0.894	2691	1.8	0.831
		2004	3345	2.0	0.856	2693	1.7	0.819
	Male	2000	3749	1.0	0.0	3154	1.0	0.0
		2001	3713	1.8	0.849	3131	1.5	0.748
		2002	3711	1.8	0.886	3137	1.7	0.853
		2003	3702	1.9	0.890	3137	1.8	0.865
		2004	3710	1.9	0.874	3129	1.7	0.855
Below Basic 2	Female	2000	2612	2.0	0.0	4044	2.0	0.0
		2001	2608	2.3	0.806	4034	2.1	0.845
		2002	2611	2.3	0.872	4039	2.3	0.838
		2003	2610	2.5	0.861	4037	2.3	0.854
		2004	2611	2.4	0.847	4038	2.2	0.865
	Male	2000	2564	2.0	0.0	3752	2.0	0.0
		2001	2552	2.3	0.850	3743	2.1	0.869
		2002	2561	2.3	0.920	3745	2.3	0.863
		2003	2561	2.3	0.915	3741	2.3	0.870
		2004	2552	2.3	0.893	3735	2.2	0.885
Basic	Female	2000	9496	3.0	0.0	7639	3.0	0.0
		2001	9485	2.9	0.794	7626	3.0	0.825
		2002	9490	2.9	0.851	7635	3.1	0.777
		2003	9491	3.2	0.889	7636	3.1	0.861
		2004	9481	3.1	0.893	7632	2.9	0.775
	Male	2000	8918	3.0	0.0	7086	3.0	0.0
		2001	8911	2.9	0.838	7072	2.9	0.867
		2002	8908	3.0	0.870	7080	3.1	0.802
		2003	8907	3.1	0.946	7073	3.1	0.864
		2004	8901	3.0	0.929	7076	2.8	0.817
Proficient	Female	2000	3429	4.0	0.0	3141	4.0	0.0
		2001	3424	3.7	0.832	3148	3.9	0.788
		2002	3428	3.8	0.831	3140	4.0	0.749
		2003	3426	4.1	0.806	3139	4.0	0.809
		2004	3425	3.9	0.879	3140	3.7	0.792
	Male	2000	3545	4.0	0.0	3064	4.0	0.0
		2001	3543	3.8	0.833	3058	4.0	0.803
		2002	3543	3.9	0.842	3062	4.0	0.775
		2003	3544	4.1	0.834	3063	4.0	0.838
		2004	3540	3.9	0.918	3059	3.7	0.831

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Advanced	Female	2000	1977	5.0	0.0	1494	5.0	0.0
		2001	1976	4.3	0.761	1493	4.6	0.614
		2002	1976	4.4	0.732	1494	4.6	0.596
		2003	1976	4.6	0.624	1493	4.7	0.600
		2004	1976	4.5	0.704	1494	4.4	0.725
	Male	2000	2147	5.0	0.0	1732	5.0	0.0
		2001	2146	4.4	0.739	1731	4.6	0.594
		2002	2147	4.5	0.700	1732	4.6	0.574
		2003	2146	4.6	0.603	1732	4.7	0.598
		2004	2144	4.5	0.725	1730	4.4	0.734

Math Performance Trends By Gender – Grade 4 2000 Cohort (Page 19)

**Mean PACT Math Performance Over 5 Years  
By Gender & Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



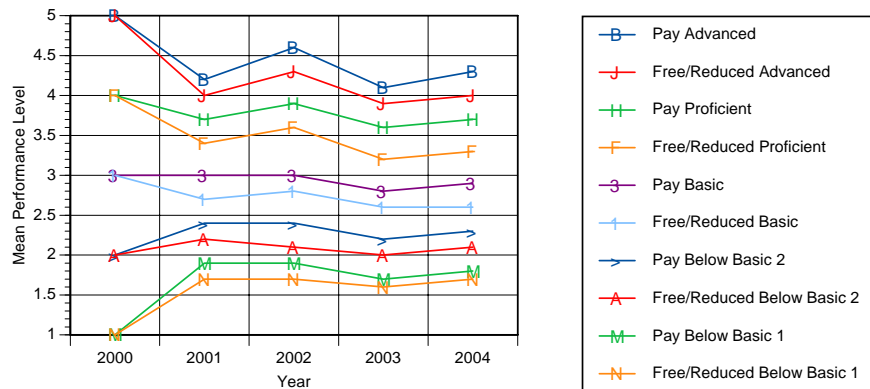
# **ELA Performance Trends By Socioeconomic Group (SES) (Page 20)**

## **ELA PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Socioeconomic Group 2000 – 2004 Longitudinal Data**

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	Free/Reduced Lunch	2000	4849	1.0	0.0	4654	1.0	0.0
		2001	4798	1.9	0.926	4601	1.7	0.861
		2002	4813	1.9	0.896	4624	1.7	0.863
		2003	4799	1.6	0.843	4591	1.6	0.856
		2004	4819	1.7	0.880	4621	1.7	0.870
	Pay Lunch	2000	1205	1.0	0.0	1268	1.0	0.0
		2001	1192	2.0	0.933	1255	1.9	0.873
		2002	1196	2.0	0.906	1259	1.9	0.909
		2003	1194	1.7	0.874	1258	1.7	0.895
		2004	1202	1.7	0.896	1262	1.8	0.913
Below Basic 2	Free/Reduced Lunch	2000	2872	2.0	0.0	2732	2.0	0.0
		2001	2861	2.4	0.858	2724	2.2	0.813
		2002	2866	2.2	0.840	2726	2.1	0.890
		2003	2864	1.8	0.886	2704	2.0	0.892
		2004	2859	1.9	0.910	2725	2.1	0.881
	Pay Lunch	2000	1000	2.0	0.0	1043	2.0	0.0
		2001	996	2.6	0.812	1038	2.4	0.783
		2002	999	2.4	0.808	1043	2.4	0.858
		2003	998	2.1	0.918	1039	2.2	0.911
		2004	994	2.1	0.932	1042	2.3	0.850
Basic	Free/Reduced Lunch	2000	8510	3.0	0.0	7504	3.0	0.0
		2001	8467	2.9	0.708	7470	2.7	0.683
		2002	8494	2.7	0.705	7491	2.8	0.810
		2003	8479	2.4	0.921	7472	2.6	0.843
		2004	8484	2.5	0.876	7483	2.6	0.791
	Pay Lunch	2000	5802	3.0	0.0	5755	3.0	0.0
		2001	5792	3.2	0.644	5741	3.0	0.609
		2002	5797	2.9	0.652	5753	3.0	0.781
		2003	5790	2.7	0.900	5740	2.8	0.790
		2004	5797	2.8	0.818	5752	2.9	0.728
Proficient	Free/Reduced Lunch	2000	5117	4.0	0.0	4020	4.0	0.0
		2001	5105	3.5	0.569	4010	3.4	0.594
		2002	5113	3.3	0.593	4013	3.6	0.719
		2003	5099	3.3	0.847	3993	3.2	0.692
		2004	5108	3.2	0.735	4013	3.3	0.677
	Pay Lunch	2000	10295	4.0	0.0	8956	4.0	0.0
		2001	10287	3.8	0.609	8945	3.7	0.562
		2002	10287	3.6	0.583	8952	3.9	0.681
		2003	10276	3.6	0.771	8939	3.6	0.643
		2004	10290	3.6	0.693	8949	3.7	0.671

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Advanced	Free/Reduced Lunch	2000	233	5.0	0.0	204	5.0	0.0
		2001	233	4.0	0.447	204	4.0	0.506
		2002	233	3.8	0.597	204	4.4	0.565
		2003	233	4.1	0.687	203	3.9	0.581
		2004	233	3.9	0.577	204	4.0	0.607
	Pay Lunch	2000	1477	5.0	0.0	1369	5.0	0.0
		2001	1476	4.2	0.467	1368	4.2	0.485
		2002	1477	4.1	0.502	1369	4.6	0.538
		2003	1477	4.3	0.655	1367	4.1	0.549
		2004	1476	4.2	0.629	1369	4.3	0.603

**Mean PACT ELA Performance Over 5 Years  
By SES Group & Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



# **Math Performance Trends By Socioeconomic Group (SES) (Page 21)**

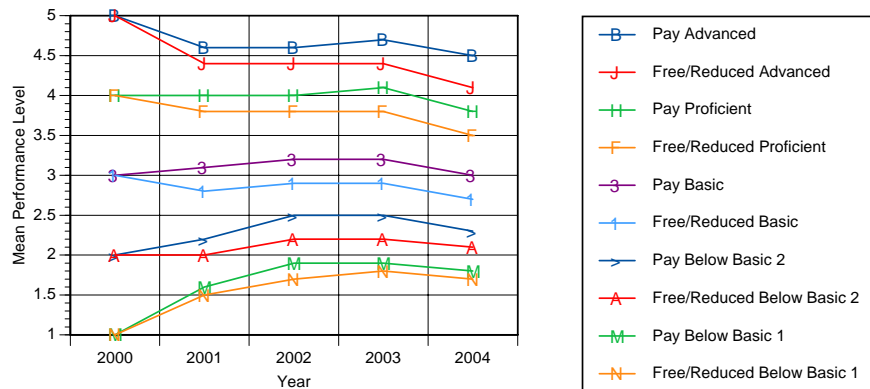
## **Math PACT Performance Over Five Years By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) – By Socioeconomic Group 2000 – 2004 Longitudinal Data**

Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	Free/Reduced Lunch	2000	5535	1.0	0.0	4566	1.0	0.0
		2001	5516	1.8	0.832	4536	1.5	0.721
		2002	5517	1.8	0.860	4543	1.7	0.829
		2003	5502	1.9	0.888	4544	1.8	0.842
		2004	5509	1.9	0.860	4543	1.7	0.834
	Pay Lunch	2000	1490	1.0	0.0	1243	1.0	0.0
		2001	1484	1.9	0.838	1239	1.7	0.783
		2002	1487	2.0	0.904	1241	1.9	0.881
		2003	1486	2.1	0.902	1240	1.9	0.874
		2004	1387	2.1	0.881	1236	1.8	0.849
Below Basic 2	Free/Reduced Lunch	2000	3647	2.0	0.0	5279	2.0	0.0
		2001	3636	2.2	0.829	5264	2.0	0.849
		2002	3644	2.2	0.898	5268	2.2	0.853
		2003	3644	2.3	0.891	5263	2.2	0.863
		2004	3635	2.3	0.871	5259	2.1	0.874
	Pay Lunch	2000	1502	2.0	0.0	2474	2.0	0.0
		2001	1497	2.4	0.812	2470	2.3	0.849
		2002	1501	2.4	0.867	2473	2.5	0.823
		2003	1500	2.6	0.858	2472	2.5	0.829
		2004	1501	2.5	0.849	2471	2.3	0.862
Basic	Free/Reduced Lunch	2000	9638	3.0	0.0	7220	3.0	0.0
		2001	9623	2.8	0.821	7201	2.8	0.839
		2002	9628	2.8	0.871	7210	2.9	0.787
		2003	9627	3.0	0.921	7210	2.9	0.852
		2004	9615	2.8	0.902	7209	2.7	0.796
	Pay Lunch	2000	8669	3.0	0.0	7426	3.0	0.0
		2001	8666	3.1	0.787	7419	3.1	0.824
		2002	8663	3.1	0.808	7426	3.2	0.761
		2003	8664	3.4	0.865	7421	3.2	0.837
		2004	8660	3.2	0.881	7420	3.0	0.768
Proficient	Free/Reduced Lunch	2000	2216	4.0	0.0	1674	4.0	0.0
		2001	2214	3.6	0.852	1670	3.8	0.822
		2002	2215	3.6	0.842	1672	3.8	0.786
		2003	2215	3.8	0.866	1673	3.8	0.855
		2004	2209	3.6	0.928	1671	3.5	0.819
	Pay Lunch	2000	4724	4.0	0.0	4509	4.0	0.0
		2001	4719	3.8	0.809	4505	4.0	0.775
		2002	4722	4.0	0.911	4508	4.0	0.743
		2003	4722	4.2	0.764	4507	4.1	0.795
		2004	4722	4.1	0.850	4506	3.8	0.793



Performance Level in 2000	Group	Year	Grade 3 2000 Cohort			Grade 4 2000 Cohort		
			Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Advanced	Free/Reduced Lunch	2000	667	5.0	0.0	457	5.0	0.0
		2001	666	4.1	0.819	456	4.4	0.715
		2002	666	4.2	0.823	457	4.4	0.673
		2003	666	4.4	0.761	457	4.4	0.763
		2004	665	4.2	0.859	456	4.1	0.842
	Pay Lunch	2000	3446	5.0	0.0	2757	5.0	0.0
		2001	3445	4.4	0.727	2756	4.6	0.578
		2002	3446	4.5	0.680	2757	4.6	0.560
		2003	3445	4.7	0.567	2756	4.7	0.555
		2004	3444	4.6	0.667	2756	4.5	0.695

**Mean PACT Math Performance Over 5 Years  
By SES Group & Initial Performance Level  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



## ELA Performance Trends By Grade Repeater Status (Page 22)

### ELA PACT Performance Over Five Years Students Repeating a Grade Level in 2001 By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) 2000 – 2004 Longitudinal Data

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 3 in 2001)			Grade 4 2000 Cohort (Repeat Grade 4 in 2001)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	559	1.0	0.0	442	1.0	0.0
	2001	559	2.3	0.923	442	2.2	0.893
	2002	559	2.3	0.821	442	2.0	0.830
	2003	558	1.7	0.840	442	1.5	0.747
	2004	559	1.5	0.788	442	1.6	0.839
Below Basic 2	2000	200	2.0	0.0	172	2.0	0.0
	2001	200	2.9	0.710	172	2.9	0.671
	2002	200	2.7	0.622	172	2.5	0.703
	2003	200	2.2	0.870	172	2.0	0.900
	2004	198	2.0	0.885	172	2.2	0.857
Basic	2000	231	3.0	0.0	156	3.0	0.0
	2001	231	3.2	0.662	156	3.2	0.542
	2002	230	2.9	0.664	156	2.8	0.577
	2003	231	2.5	0.817	156	2.6	0.864
	2004	230	2.2	0.957	156	2.6	0.881
Proficient	2000	21	4.0	0.0	15	4.0	0.0
	2001	21	3.6	0.870	15	3.6	0.828
	2002	21	3.4	0.507	15	3.5	0.639
	2003	21	2.9	0.830	15	3.1	0.798
	2004	21	3.1	0.910	15	2.9	0.743
Advanced	2000	0			0		
	2001	0			0		
	2002	0			0		
	2003	0			0		
	2004	0			0		

**ELA Performance Trends By Grade Repeater Status (Page 22) (Continued)**

**ELA PACT Performance Over Five Years  
Students Repeating a Grade Level in 2002  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 4 in 2002)			Grade 4 2000 Cohort (Repeat Grade 5 in 2002)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	302	1.0	0.0	221	1.0	0.0
	2001	302	1.6	0.799	221	1.4	0.660
	2002	302	2.2	0.837	221	2.0	0.842
	2003	302	1.7	0.819	22	1.6	0.861
	2004	301	1.4	0.740	220	1.6	0.845
Below Basic 2	2000	162	2.0	0.0	101	2.0	0.0
	2001	162	1.9	0.874	101	1.8	0.763
	2002	160	2.7	0.654	101	2.3	0.778
	2003	162	2.0	0.911	101	1.9	0.879
	2004	162	1.9	0.929	99	1.9	0.915
Basic	2000	225	3.0	0.0	139	3.0	0.0
	2001	225	2.4	0.806	139	2.3	0.763
	2002	225	3.0	0.582	139	2.8	0.651
	2003	225	2.4	0.808	139	2.5	0.949
	2004	225	2.3	0.950	139	2.5	0.869
Proficient	2000	27	4.0	0.0	17	4.0	0.0
	2001	27	2.9	0.751	17	3.0	0.353
	2002	27	3.3	0.554	17	3.2	0.528
	2003	27	2.6	0.636	17	2.9	0.428
	2004	27	2.7	1.0	17	3.1	0.428
Advanced	2000	0			0		
	2001	0			0		
	2002	0			0		
	2003	0			0		
	2004	0			0		

**ELA Performance Trends By Grade Repeater Status (Page 22) (Continued)**

**ELA PACT Performance Over Five Years  
Students Repeating a Grade Level in 2003  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 5 in 2003)			Grade 4 2000 Cohort (Repeat Grade 6 in 2003)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	152	1.0	0.0	316	1.0	0.0
	2001	152	1.5	0.717	316	1.5	0.722
	2002	151	1.3	0.589	315	1.3	0.556
	2003	152	1.5	0.717	316	1.4	0.734
	2004	152	1.4	0.710	313	1.5	0.767
Below Basic 2	2000	112	2.0	0.0	175	2.0	0.0
	2001	112	1.9	0.819	175	1.9	0.828
	2002	112	1.7	0.796	174	1.6	0.699
	2003	112	1.9	0.866	174	1.9	0.910
	2004	112	1.6	0.785	175	1.9	0.914
Basic	2000	158	3.0	0.0	364	3.0	0.0
	2001	158	2.5	0.833	364	2.5	0.731
	2002	157	2.1	0.780	363	2.0	0.926
	2003	157	2.5	0.843	364	2.3	0.947
	2004	157	2.4	0.908	363	2.4	0.926
Proficient	2000	21	4.0	0.0	49	4.0	0.0
	2001	21	3.2	0.511	49	3.0	0.691
	2002	21	2.8	0.700	48	2.8	0.606
	2003	21	3.1	0.538	49	2.9	0.871
	2004	21	2.9	0.727	49	3.0	0.734
Advanced	2000	0			0		
	2001	0			0		
	2002	0			0		
	2003	0			0		
	2004	0			0		

**ELA Performance Trends By Grade Repeater Status (Page 22) (Continued)**

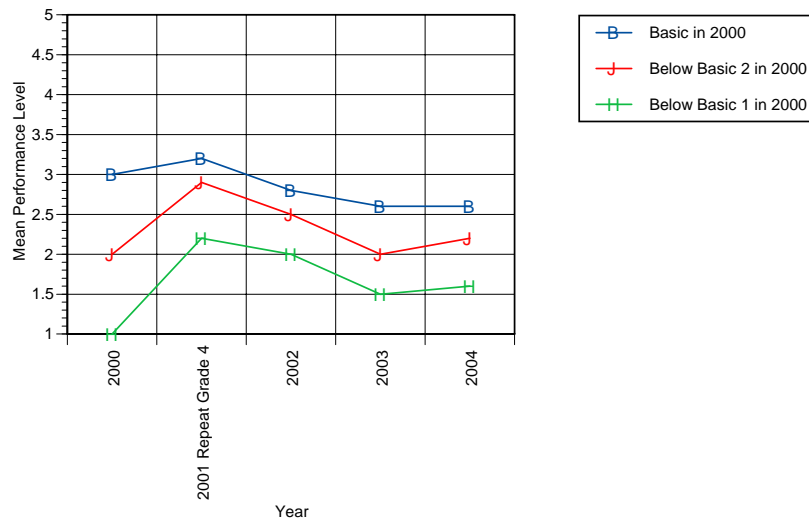
**ELA PACT Performance Over Five Years  
Students Repeating a Grade Level in 2004  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 6 in 2004)			Grade 4 2000 Cohort (Repeat Grade 7 in 2004)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	259	1.0	0.0	256	1.0	0.0
	2001	259	1.6	0.805	256	1.5	0.708
	2002	258	1.5	0.718	256	1.4	0.694
	2003	258	1.2	0.474	253	1.3	0.634
	2004	259	1.4	0.694	255	1.5	0.757
Below Basic 2	2000	201	2.0	0.0	178	2.0	0.0
	2001	201	2.2	0.825	178	2.1	0.804
	2002	201	1.8	0.744	178	1.9	0.878
	2003	201	1.3	0.614	177	1.7	0.854
	2004	201	1.7	0.829	178	2.0	0.917
Basic	2000	411	3.0	0.0	364	3.0	0.0
	2001	411	2.7	0.772	364	2.6	0.694
	2002	411	2.3	0.786	364	2.4	0.858
	2003	411	1.8	0.848	359	2.0	0.910
	2004	411	2.3	0.943	363	2.5	0.834
Proficient	2000	109	4.0	0.0	107	4.0	0.0
	2001	109	3.4	0.540	107	3.0	0.635
	2002	109	3.0	0.497	107	3.1	0.719
	2003	109	2.3	0.958	106	2.6	0.862
	2004	109	2.9	0.827	107	3.0	0.706
Advanced	2000	<10			0		
	2001	<10			0		
	2002	<10			0		
	2003	<10			0		
	2004	<10			0		

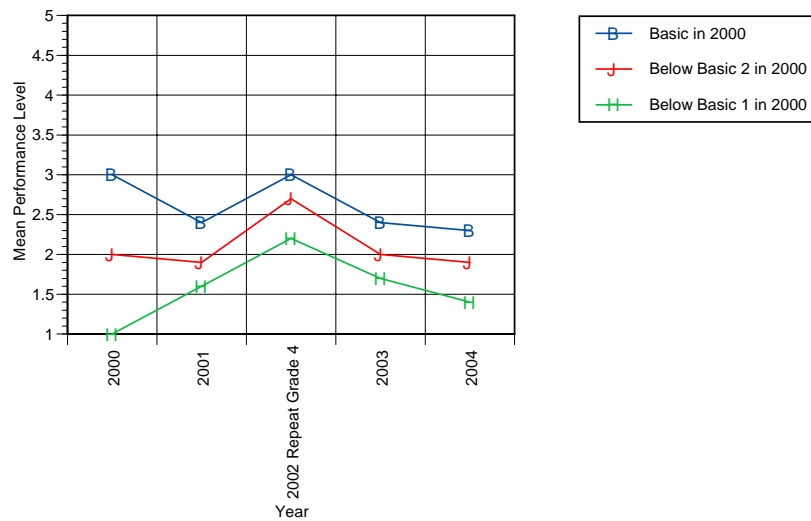
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ELA Performance Trends By Grade Repeater Status (Page 22) (Continued)

**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 4 in 2001  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**

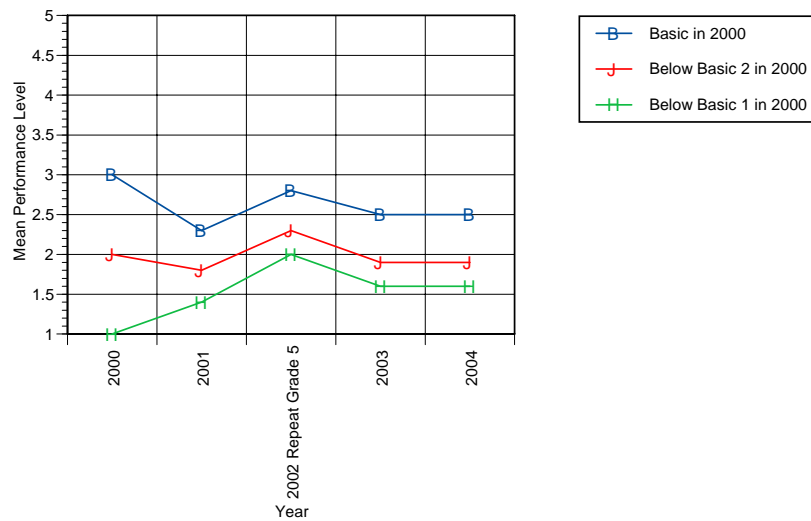


**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 4 in 2002  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**

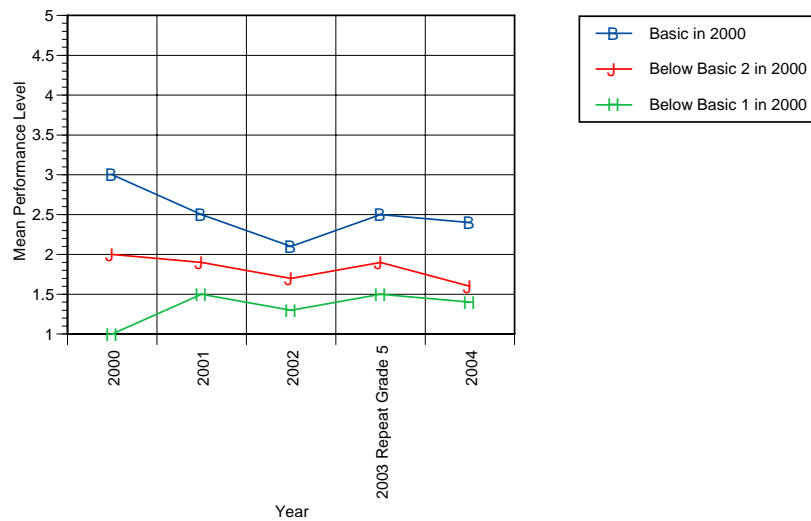




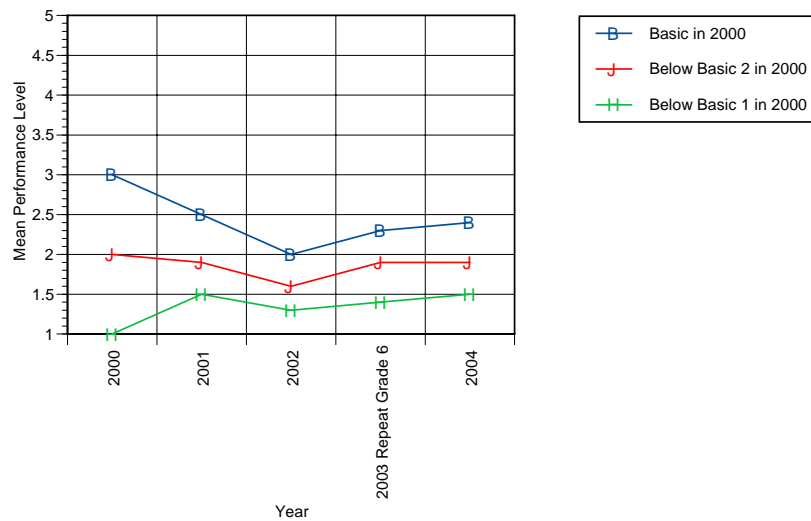
**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 5 in 2002  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



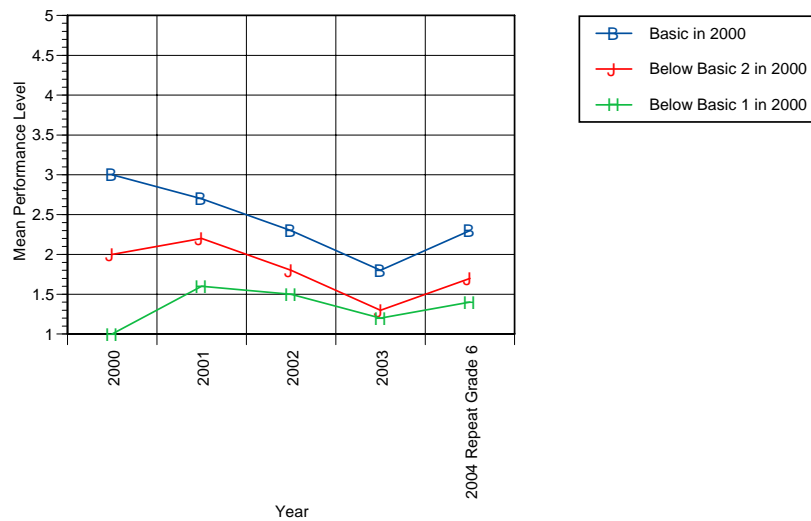
**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 5 in 2003  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**



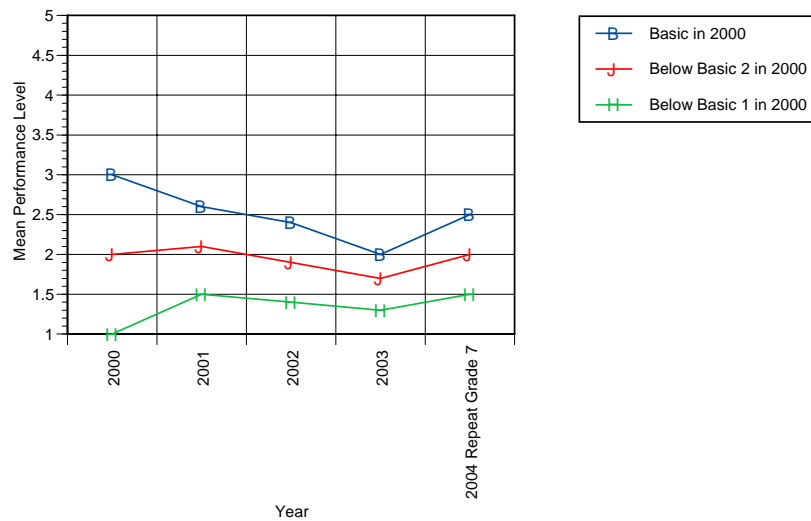
**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 6 in 2003  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 6 in 2004  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**



**Mean PACT ELA Performance Over 5 Years  
Students Repeating Grade 7 in 2004  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



# **Math Performance Trends By Grade Repeater Status (Page 23)**

## **Math PACT Performance Over Five Years Students Repeating a Grade Level in 2001 By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5) 2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 3 in 2001)			Grade 4 2000 Cohort (Repeat Grade 4 in 2001)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	604	1.0	0.0	443	1.0	0.0
	2001	604	2.4	0.939	443	1.9	0.764
	2002	604	2.3	0.844	443	1.8	0.851
	2003	604	2.1	0.838	443	1.9	0.896
	2004	604	2.2	0.876	443	1.8	0.831
Below Basic 2	2000	247	2.0	0.0	294	2.0	0.0
	2001	247	2.8	0.753	294	2.6	0.756
	2002	247	2.7	0.854	294	2.4	0.818
	2003	247	2.4	0.811	294	2.6	0.882
	2004	247	2.5	0.966	294	2.4	0.904
Basic	2000	206	3.0	0.0	89	3.0	0.0
	2001	206	3.2	0.889	89	3.1	0.809
	2002	206	3.0	0.840	89	2.9	0.784
	2003	206	2.7	0.815	89	3.0	0.941
	2004	206	2.9	0.894	89	2.8	0.758
Proficient	2000	<10			<10		
	2001	<10			<10		
	2002	<10			<10		
	2003	<10			<10		
	2004	<10			<10		
Advanced	2000	<10			0		
	2001	<10			0		
	2002	<10			0		
	2003	<10			0		
	2004	<10			0		

<10 = Sample size too small for reporting (10 or fewer students).

**Math Performance Trends By Grade Repeater Status (Page 23) (Continued)**

**Math PACT Performance Over Five Years  
Students Repeating a Grade Level in 2002  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 4 in 2002)			Grade 4 2000 Cohort (Repeat Grade 5 in 2002)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	358	1.0	0.0	221	1.0	0.0
	2001	358	1.4	0.604	221	1.3	0.568
	2002	358	2.3	0.843	221	1.8	0.871
	2003	358	2.1	0.850	221	1.9	0.892
	2004	358	2.1	0.871	221	1.9	0.839
Below Basic 2	2000	186	2.0	0.0	165	2.0	0.0
	2001	186	1.9	0.763	165	1.6	0.782
	2002	186	2.8	0.790	165	2.4	0.885
	2003	186	2.5	0.744	165	2.5	0.893
	2004	186	2.6	0.912	165	2.2	0.888
Basic	2000	180	3.0	0.0	95	3.0	0.0
	2001	180	2.1	0.789	95	2.1	0.954
	2002	180	3.1	0.716	95	3.0	0.691
	2003	180	2.8	0.768	95	3.1	0.807
	2004	180	2.9	0.791	95	2.7	0.791
Proficient	2000	<10			0		
	2001	<10			0		
	2002	<10			0		
	2003	<10			0		
	2004	<10			0		
Advanced	2000	<10			0		
	2001	<10			0		
	2002	<10			0		
	2003	<10			0		
	2004	<10			0		

<10 = Sample size too small for reporting (10 or fewer students).

**Math Performance Trends By Grade Repeater Status (Page 23) (Continued)**

**Math PACT Performance Over Five Years  
Students Repeating a Grade Level in 2003  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 5 in 2003)			Grade 4 2000 Cohort (Repeat Grade 6 in 2003)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	208	1.0	0.0	308	1.0	0.0
	2001	208	1.6	0.695	308	1.3	0.582
	2002	208	1.3	0.648	308	1.5	0.719
	2003	208	2.2	0.805	308	1.9	0.902
	2004	208	2.1	0.811	308	1.7	0.824
Below Basic 2	2000	119	2.0	0.0	348	2.0	0.0
	2001	119	1.8	0.694	348	1.7	0.753
	2002	119	1.7	0.812	348	1.8	0.860
	2003	119	2.5	0.799	348	2.4	0.959
	2004	119	2.3	0.896	348	2.1	0.888
Basic	2000	118	3.0	0.0	255	3.0	0.0
	2001	118	2.2	0.811	255	2.3	0.845
	2002	118	2.1	0.855	255	2.4	0.794
	2003	118	2.7	0.752	255	3.0	0.930
	2004	118	2.8	0.890	255	2.7	0.859
Proficient	2000	<10			16	4.0	0.0
	2001	<10			16	3.7	1.078
	2002	<10			16	3.3	0.704
	2003	<10			16	3.8	0.683
	2004	<10			16	3.2	1.046
Advanced	2000	<10			0		
	2001	<10			0		
	2002	<10			0		
	2003	<10			0		
	2004	<10			0		

<10 = Sample size too small for reporting (10 or fewer students).



**Math Performance Trends By Grade Repeater Status (Page 23) (Continued)**

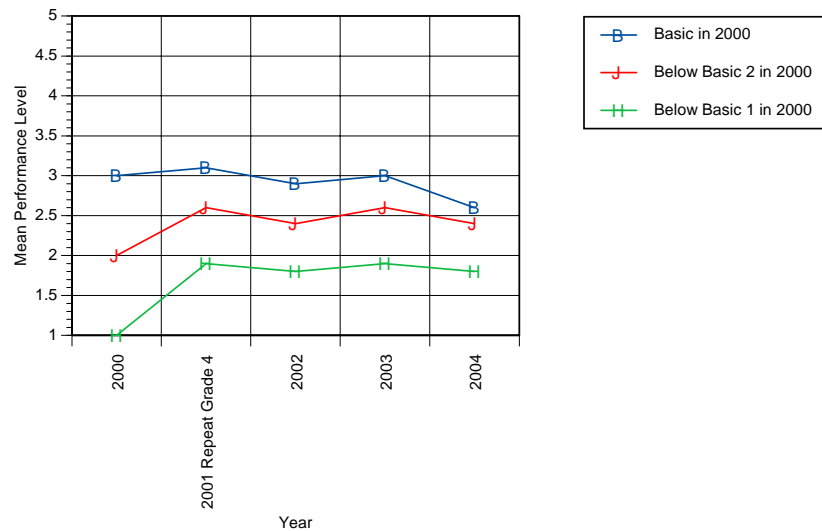
**Math PACT Performance Over Five Years  
Students Repeating a Grade Level in 2004  
By Initial Performance Level (Scale of 1-5: Below Basic 1=1 to Advanced=5)  
2000 – 2004 Longitudinal Data**

Performance Level in 2000	Year	Grade 3 2000 Cohort (Repeat Grade 6 in 2004)			Grade 4 2000 Cohort (Repeat Grade 7 in 2004)		
		Number Students	Mean	Standard Deviation	Number Students	Mean	Standard Deviation
Below Basic 1	2000	314	1.0	0.0	260	1.0	0.0
	2001	314	1.7	0.768	260	1.4	0.666
	2002	314	1.5	0.720	260	1.6	0.750
	2003	314	1.5	0.753	260	1.5	0.659
	2004	314	2.1	0.851	260	1.8	0.812
Below Basic 2	2000	235	2.0	0.0	323	2.0	0.0
	2001	235	2.0	0.808	323	1.8	0.858
	2002	235	1.9	0.897	323	2.1	0.871
	2003	235	1.9	0.877	323	1.9	0.811
	2004	235	2.4	0.880	323	2.2	0.873
Basic	2000	430	3.0	0.0	304	3.0	0.0
	2001	430	2.5	0.774	304	2.5	0.836
	2002	430	2.4	0.902	304	2.7	0.809
	2003	430	2.4	0.936	304	2.5	0.794
	2004	430	2.8	0.985	304	2.9	0.860
Proficient	2000	37	4.0	0.0	37	4.0	0.0
	2001	37	3.2	1.093	37	3.4	0.688
	2002	37	3.2	0.975	37	3.5	0.803
	2003	37	3.1	1.134	37	3.2	0.810
	2004	37	3.6	1.009	37	3.5	0.989
Advanced	2000	<10			<10		
	2001	<10			<10		
	2002	<10			<10		
	2003	<10			<10		
	2004	<10			<10		

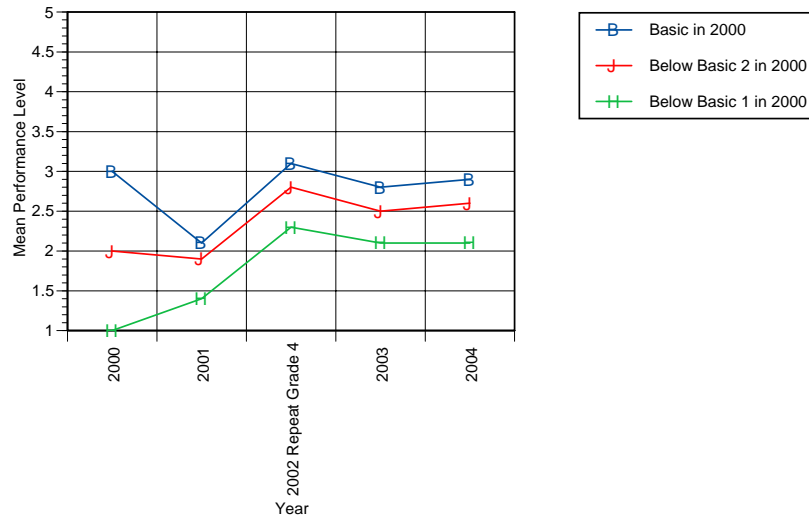
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**Math Performance Trends By Grade Repeater Status (Page 23) (Continued)**

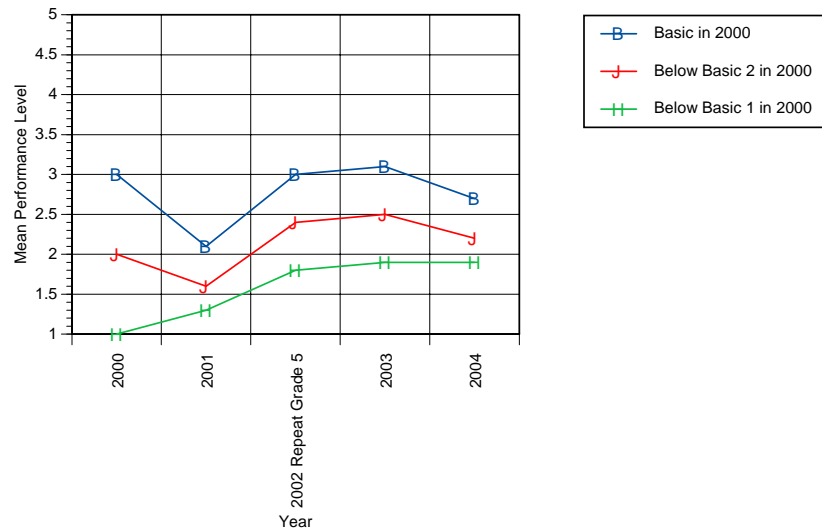
**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 4 in 2001  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



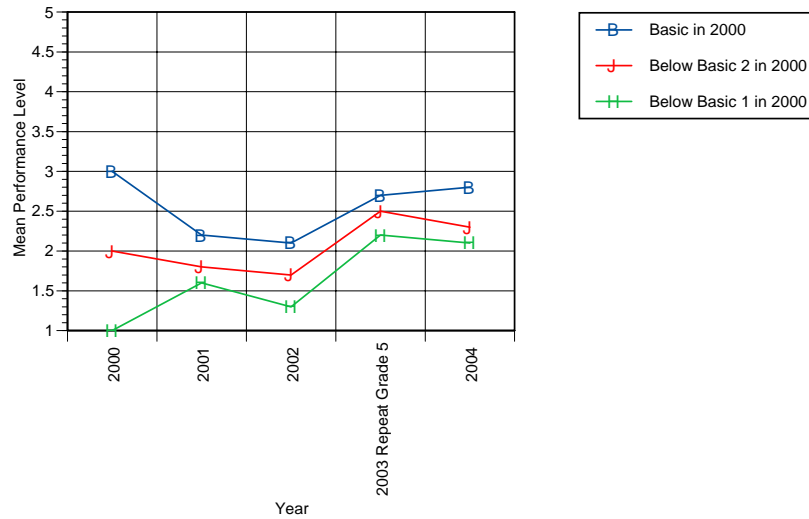
**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 4 in 2002  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**



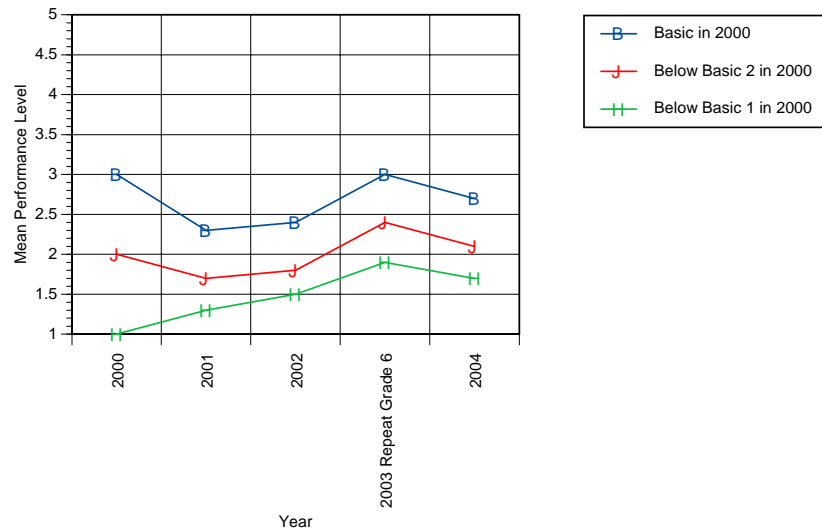
**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 5 in 2002  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



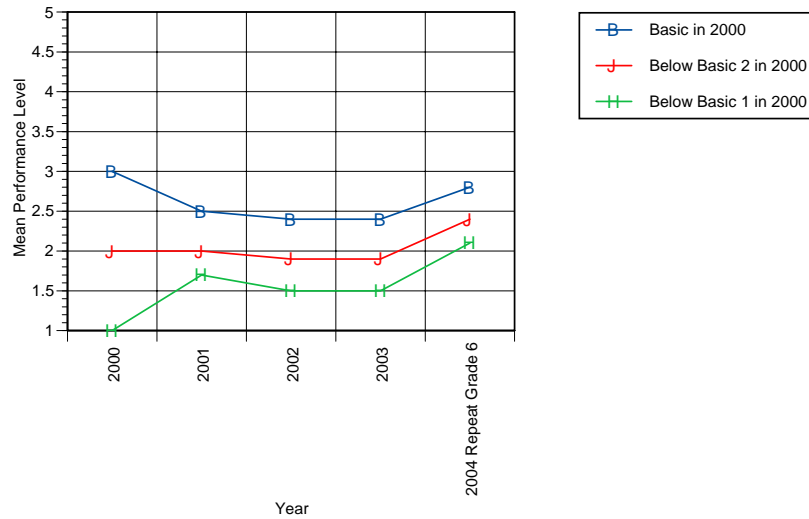
**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 5 in 2003  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**



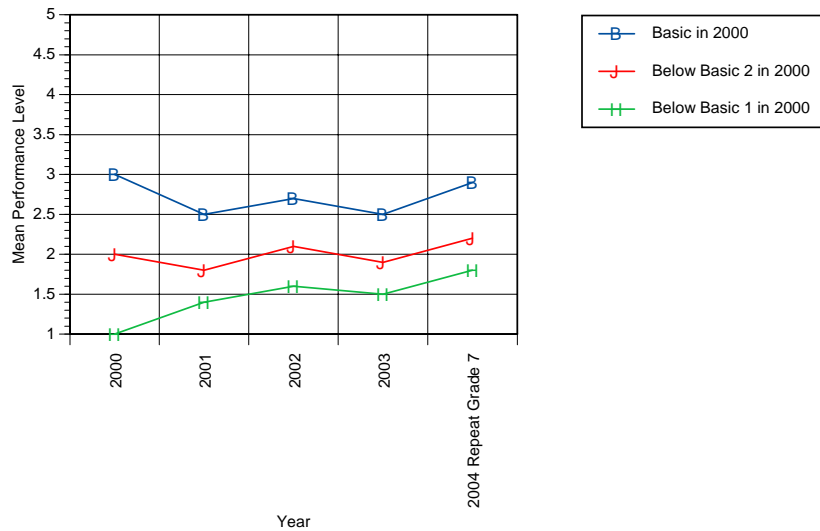
**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 6 in 2003  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**



**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 6 in 2004  
2000-2004 Longitudinal Data  
Students Attending Grade 3 in 2000**



**Mean PACT Math Performance Over 5 Years  
Students Repeating Grade 7 in 2004  
2000-2004 Longitudinal Data  
Students Attending Grade 4 in 2000**





## **Example District Summary Reports (Appendix A)**

Preliminary Analysis of 5-Year Longitudinal PACT Data  
Dissemination of School District Information  
SC Education Oversight Committee  
August 18, 2005

The enclosed materials provide reports on the initial analyses of longitudinal student PACT data covering the school years 1999-2000 through 2003-2004 and the PACT administrations in Spring 2000, 2001, 2002, 2003, and 2004. The PACT data files for grades 3 and 4 in 1999-2000 provided the basis for the longitudinally matched data in this analysis. Beginning with the student-level PACT data for grades 3 and 4 in 2000, the data files were matched for each subsequent PACT administration through 2004. The final longitudinal data files include the data for all students having test records matched for all of the 5 years from 2000 through 2004. A separate analysis of the student records which could not be longitudinally matched for the cohort of students attending grade 3 in 1999-2000 is also reported in the enclosed materials.

The purpose of these analyses is to provide a picture of performance trends, including PACT achievement and grade retention, as well as changes in student status (such as services for students with disabilities, migration across districts, etc.) for the same students over a 5 year period. The period of time covered begins with the school year before the first report cards and ratings were issued. The analyses thus provide a picture of performance and other changes which occurred for these students during the first four years of the state accountability system. The longitudinal database is a rich source of data for additional studies and the initial analyses are being provided to school district personnel both to inform them of student progress revealed by the longitudinal data and to solicit their ideas on additional analyses which should be undertaken.

### **Data in the 5-Year Longitudinal Database Reported for Districts:**

- Include achievement results and demographic information from PACT administrations from 2000 through 2004 for students for whom records could be matched for all 5 years
- Based on student test records from students who were tested in grade 3 and from students tested in grade 4 in Spring 2000
- Scores for a test (ELA or Math) may have been incomplete for a student in any given year
  - Complete ELA test scores for all 5 years are available for 74,059 students
  - Complete Math test scores for all 5 years are available for 74,426 students
- Data reported include data from students who were tested in the same district in 2000, 2002, and 2004 (data from students who changed districts are not reported)
- Data from students who were tested "off-level" are included in the reports
- Data from students who repeated a grade level are included in the reports
- Most students tested in grade 3 in 2000 were tested in grade 7 in 2004, and most students tested in grade 4 in 2000 were tested in grade 8 in 2004
  - Figure 1 displays the patterns of grade level retention and promotion for the two cohorts
  - Data from the 82 students attending grade 5 in 2004 are not reported

## Example District Summary Reports (Appendix A) (Continued)

### Partial Improvement Results Report

This report lists the performance in 2004 for students in the district and schools who initially scored at the Below Basic 1, Below Basic 2, Basic, or Proficient/Advanced level. The results are presented in two sets of four panels, first for the district and then for the patterns of feeder schools in the district.

- Panels 1 and 2 provide information on the progress of students who scored Below Basic in 2000 but who scored Basic or above in 2004.
- Panel 3 documents the extent to which students initially scoring Proficient or Advanced maintained their high achievement levels in 2004.
- Panel 4 reports the extent to which students initially scoring Basic raised their performance levels in 2004, and the extent to which the performance levels for students initially scoring Basic fell to Below Basic in 2004.

Total # records  
matched 5 years

Partial improvement results for SAMPLE (9999) School District  
This information is based on 2808 matched (5-year) student records  
which represents 74.7% of Fall 99 ADM (grades 3-4) of 3760

Significance  
Tests

{ # of instances where district outperformed SC in ELA=17 ,in math=28  
# of instances where district underperformed SC in ELA=0 ,in math=0  
# of instances where district and SC not stat. diff. in ELA=41 ,in math=31  
# of instances where no comparison possible (small N) in ELA=2 ,in math=1

Panel 1: Improvement to Basic or Better of Students Initially in BB1 Category

Below Basic 1

# Having ELA Scores 2000, 2002, 2004

# Scoring BB1 in 2000

% Scoring BB1 in 2000

% Improved to Basic or Above in 2004-State

Significantly Higher than State

% Improved to Basic or Above in 2004-District

Student Group	English Lang Arts					Mathematics				
	n all	n low1	% low1	% imp1	% SC	n all	n low1	% low1	% imp1	% SC
1-TOTAL	2792	385	13.8	31.7+	23.6	2803	372	13.3	38.4+	27.3
11-GR_6	167	70	41.9	24.3	19.0	167	62	37.1	38.7	37.8
12-GR_7	1341	155	11.6	36.8+	23.6	1342	161	12.0	38.5+	28.4
13-GR_8	1284	160	12.5	30.0	24.9	1294	149	11.5	38.3+	23.1
2-FRLCH	1326	288	21.7	29.9+	22.5	1338	275	20.6	36.4+	26.4
3-NOLCH	1466	97	6.6	37.1+	27.5	1465	97	6.6	44.3+	30.9
4-BLACK	989	228	23.1	28.9+	20.8	995	227	22.8	34.4+	24.6
5-WHITE	1728	149	8.6	35.6	29.9	1733	137	7.9	46.0+	33.2
6-FR_BL	753	198	26.3	29.3+	20.4	760	187	24.6	34.2+	24.8
7-FR_WH	523	82	15.7	30.5	30.2	528	80	15.2	42.5+	30.8
8-NO_BL	236	30	12.7	26.7	24.2	235	40	17.0	35.0	23.0
9-NO_WH	1205	67	5.6	41.8+	29.5	1205	57	4.7	50.9+	36.0

Panel 2: Improvement to Basic or Better of Students Initially in BB2 Category

Student Group	English Lang Arts					Mathematics				
	n all	n low2	% low2	% imp2	% SC	n all	n low2	% low2	% imp2	% SC
1-TOTAL	2792	237	8.5	46.0	40.9	2803	420	15.0	53.8+	47.4
11-GR_6	167	27	16.2	25.9	27.5	167	43	25.7	65.1	57.6
12-GR_7	1341	95	7.1	49.5	40.3	1342	151	11.3	59.6+	49.9
13-GR_8	1284	115	9.0	47.8	44.0	1294	226	17.5	47.8	44.4
2-FRLCH	1326	168	12.7	40.5	38.2	1338	285	21.3	50.9+	44.4
3-NOLCH	1466	69	4.7	59.4	48.2	1465	135	9.2	60.0	53.8
4-BLACK	989	128	12.9	39.8	36.3	995	218	21.9	50.9+	43.1
5-WHITE	1728	100	5.8	53.0	48.7	1733	191	11.0	57.1	53.8
6-FR_BL	753	109	14.5	37.6	35.8	760	187	24.6	49.2	42.3
7-FR_WH	523	50	9.6	44.0	45.2	528	88	16.7	54.5	50.1
8-NO_BL	236	19	8.1	52.6	39.7	235	31	13.2	61.3	47.2
9-NO_WH	1205	50	4.1	62.0	52.0	1205	103	8.5	59.2	56.6

Panel 3: Maintenance of Advanced or Proficient Performance

Student Group	English Lang Arts					Mathematics				
	n all	n high	% high	% main	% SC	n all	n high	% high	% main	% SC
1-TOTAL	2792	1177	42.2	57.3	54.7	2803	821	29.3	75.9+	71.3
11-GR_6	167	12	7.2	33.3N	21.2	167	8	4.8	50.0N	54.2
12-GR_7	1341	635	47.4	56.9+	52.4	1342	450	33.5	80.4+	75.5
13-GR_8	1284	530	41.3	58.5	57.7	1294	363	28.1	70.8	66.5
2-FRLCH	1326	318	24.0	36.8	37.1	1338	178	13.3	56.7	55.1
3-NOLCH	1466	859	58.6	65.0	61.8	1465	643	43.9	81.2+	76.1
4-BLACK	989	237	24.0	42.2	38.0	995	114	11.5	68.4+	53.9
5-WHITE	1728	910	52.7	61.3	59.8	1733	689	39.8	76.6	74.5
6-FR_BL	753	142	18.9	33.1	32.6	760	59	7.8	52.5	48.1
7-FR_WH	523	165	31.5	40.6	42.1	528	113	21.4	57.5	60.3
8-NO_BL	236	95	40.3	55.8	48.4	235	55	23.4	85.5+	64.3
9-NO_WH	1205	745	61.8	65.9	63.4	1205	576	47.8	80.4	76.9

Panel 4: Disposition Students Scoring Basic Originally (f=forward, b=back)  
 NOTE: Negative midb indicates improvement, positive midb indicates a loss

	Student Group	English Lang Arts						Mathematics					
		n	%	%	%	%	%	n	%	%	%	%	%
# Scoring Basic in 2000		mid	mid	midf	SC	midb	SC	mid	mid	midf	SC	midb	SC
	1-TOTAL	993	35.6	11.4+	9.2	23.6-	27.3	1190	42.5	22.0	20.2	17.1-	21.2
	11-GR_6	58	34.7	8.9N	6.0	53.4	49.1	54	32.3	27.8	19.2	22.2	27.8
	12-GR_7	456	34.0	11.4+	8.4	24.3-	28.9	580	43.2	29.7+	24.8	14.1-	21.2
% Scoring Basic in 2000	13-GR_8	479	37.3	11.9	10.3	19.2-	24.0	556	43.0	13.5	14.5	19.6	20.7
	2-FRLCH	552	41.6	7.6	6.4	28.4-	32.5	600	44.8	15.8	14.2	22.3-	27.6
	3-NOLCH	441	30.1	16.1	13.0	17.5	20.5	590	40.3	28.3	26.1	11.7-	14.7
	4-BLACK	396	40.0	7.3	5.7	26.3-	33.6	436	43.8	19.3+	13.3	22.2-	28.5
	5-WHITE	569	32.9	14.2	12.2	21.8	22.0	716	41.3	23.2	24.8	14.1	16.2
% of 993 Scoring Higher than Basic in 2004-District	6-FR_BL	304	40.4	7.2	5.1	30.3	35.1	327	43.0	13.8	11.6	25.7	30.7
	7-FR_WH	226	43.2	8.0	8.6	26.5	27.8	247	46.8	17.4	18.4	19.0	22.8
	8-NO_BL	92	39.0	7.6	8.2	13.0-	27.4	109	46.4	35.8+	18.7	11.9-	20.9
	9-NO_WH	343	28.5	18.4+	14.1	18.7	18.8	469	38.9	26.2	27.6	11.5	13.3

% Scoring Higher than Basic in 2004-State

Too Few Students for Comparison

% of 993 Scoring Lower than Basic in 2004-District

% Scoring Lower than Basic in 2004-State

NOTE:

- n all = total # of students
- n low1 = # scoring BB1 in 1999-2000: % low1 = % scoring BB1 in 1999-2000
- % imp1 = % BB1 students scoring Basic or above in 2003-2004
- % SC = % statewide for comparison purposes
- n low2 = # scoring BB2 in 1999-2000: % low2 = % scoring BB2 in 1999-2000
- % imp2 = % BB2 students scoring Basic or above in 2003-2004
- n high = # scoring Proficient or Advanced in 1999-2000
- % high = % scoring Proficient or Advanced in 1999-2000
- % main = % who scored Proficient or Advanced in 2003-2004
- n mid = # scoring Basic in 1999-2000: % mid = % scoring Basic in 1999-2000
- % midf = % initially scoring Basic who scored above Basic in 2003-2004
- % midb = % initially scoring Basic who dropped below Basic in 2003-2004
- 1-TOTAL = all students
- 11-GR\_6 = 6th grade students in 2003-2004
- 12-GR\_7 = 7th grade students in 2003-2004
- 13-GR\_8 = 8th grade students in 2003-2004
- 2-FRLCH = students participating in federal free/reduced lunch program
- 3-NOLCH = students paying for their lunch (not participating in lunch program)
- 4-BLACK = African-American students: 5-WHITE = White students
- 6-FR\_BL = African-American students participating in lunch program
- 7-FR\_WH = White students participating in lunch program
- 8-NO\_BL = African-American students not participating in lunch program
- 9-NO\_WH = White students not participating in lunch program
- + = Significantly higher than state
- = Significantly lower than state: NOTE-this is a positive for midb
- N = Too few students to determine comparison vs. state

School-Level results are presented below for cohorts of children who followed common feeder-school patterns. The following information is provided to help identify the schools that serve these cohorts. In the output below, the school names were reduced to ten characters and are unique. To produce this uniqueness, some of these PSEUDO NAMES may appear a bit strange. Also, the grade patterns for these schools for 3 points in the 5 (2000-04) year period are presented as ORG04 (2003-04 school year), ORG02 (2001-02 school year), and ORG00 (1999-2000 school year). Note that some of these schools may have closed since the 1999-2000 school year and name changes may not be included.

BEDS	School Name	PSEUDO Name	ORG04	ORG02	ORG00
9999001	GREEN EL	GREEN EL	12345	12345	12345
9999010	LAVENDER MIDDLE	LAVENDER M	678	678	678
9999003	SOUTH GREEN EL	SOUTH GREE	12345	12345	12345
9999030	EAST TURQUOISE EL	E TURQUOIS	12345678	12345678	12345678

Partial improvement results for schools and school combinations.

These results include comparisons with district averages (DA).

Note: Rare school combinations such as would occur if a few students moved within the district have been eliminated. Because of this, these results are based on 76.1 percent of the total number of students with complete test scores for ELA or math.

Panel 1: Improvement to Basic or Better of Students Initially in BB1 Category

School Combination	English Lang Arts					Mathematics				
	n all	n low1	% low1	% imp1	% DA	n all	n low1	% low1	% imp1	% DA
GREEN EL /GREEN EL /LAVENDER M	74	2	2.7	50.0	31.7	74	1	1.4	100.0	38.4
GREEN EL /LAVENDER M/LAVENDER M	82	0	0.0	.	31.7	83	1	1.2	0.0	38.4
SOUTH GREE/SOUTH GREE/LAVENDER M	26	7	26.9	28.6	31.7	26	10	38.5	40.0	38.4
SOUTH GREE/LAVENDER M/LAVENDER M	21	5	23.8	20.0	31.7	22	10	45.5	30.0	38.4
E TURQUOIS/E TURQUOIS/E TURQUOIS	118	38	32.2	13.2	31.7	117	26	22.2	23.1	38.4



Panel 2: Improvement to Basic or Better of Students Initially in BB2 Category

School Combination	English Lang Arts					Mathematics				
	n all	n low2	% low2	% imp2	% DA	n all	n low2	% low2	% imp2	% DA
GREEN EL /GREEN EL /LAVENDER M	74	1	1.4	100.0	46.0	74	4	5.4	50.0	53.8
GREEN EL /LAVENDER M/LAVENDER M	82	3	3.7	66.7	46.0	83	7	8.4	71.4	53.8
SOUTH GREE/SOUTH GREE/LAVENDER M	26	4	15.4	25.0	46.0	26	3	11.5	66.7	53.8
SOUTH GREE/LAVENDER M/LAVENDER M	21	5	23.8	60.0	46.0	22	3	13.6	100.0	53.8
E TURQUOIS/E TURQUOIS/E TURQUOIS	118	16	13.6	25.0	46.0	117	34	29.1	41.2	53.8

Panel 3: Maintenance of Advanced or Proficient Performance

School Combination	English Lang Arts					Mathematics				
	n all	n high	% high	% main	% DA	n all	n high	% high	% main	% DA
GREEN EL /GREEN EL /LAVENDER M	74	56	75.7	83.9	57.3	74	50	67.6	86.0	75.9
GREEN EL /LAVENDER M/LAVENDER M	82	62	75.6	83.9	57.3	83	49	59.0	85.7	75.9
SOUTH GREE/SOUTH GREE/LAVENDER M	26	8	30.8	50.0	57.3	26	4	15.4	75.0	75.9
SOUTH GREE/LAVENDER M/LAVENDER M	21	4	19.0	50.0	57.3	22	2	9.1	100.0	75.9
E TURQUOIS/E TURQUOIS/E TURQUOIS	118	22	18.6	36.4	57.3	117	9	7.7	100.0	75.9

Panel 4: Disposition Students Scoring Basic Originally (f=forward, b=back)

School Combination	English Lang Arts						Mathematics					
	n	%	%	%	%	%	n	%	%	%	%	%
	mid	mid	midf	DA	midb	DA	mid	mid	midf	DA	midb	DA
GREEN EL /GREEN EL /LAVENDER M	15	20.3	6.7	11.4	20.0	23.6	19	25.7	26.3	22.0	15.8	17.1
GREEN EL /LAVENDER M/LAVENDER M	17	20.7	29.4	11.4	11.8	23.6	26	31.3	15.4	22.0	11.5	17.1
SOUTH GREE/SOUTH GREE/LAVENDER M	7	26.9	0.0	11.4	0.0	23.6	9	34.6	22.2	22.0	33.3	17.1
SOUTH GREE/LAVENDER M/LAVENDER M	7	33.3	0.0	11.4	28.6	23.6	7	31.8	0.0	22.0	14.3	17.1
E TURQUOIS/E TURQUOIS/E TURQUOIS	42	35.6	4.8	11.4	31.0	23.6	48	41.0	20.8	22.0	20.8	17.1